
Bulletin of
**Wake Forest
College**
and the School of
Business and
Accountancy
The Undergraduate Schools
of Wake Forest University

WAKE FOREST
UNIVERSITY

1987-1988



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Announcements for

1987-1988

Bulletin of Wake Forest University is published monthly (February-August) by the University at Winston-Salem, North Carolina

Second class postage paid at Winston-Salem, North Carolina

USPS 078-320

Printed by Winston Printing Company, Winston-Salem, North Carolina 27105

The Academic Calendar

Fall Semester 1987

August	20	Thursday	Residence halls open at 8 a.m. for first-year students
August	20-25	Thursday-Tuesday	Orientation for first-year students
August	22	Saturday	Residence halls open at 10 a.m. for transfer students
August	22-24	Saturday-Monday	Orientation for transfer students
August	23	Sunday	Residence halls open at noon for returning students
August	24, 25	Monday, Tuesday	Registration for all courses
August	26	Wednesday	Classes begin
September	1	Tuesday	Opening Convocation
September	8	Tuesday	Last day to add courses
September	22	Tuesday	Last day to drop courses
October	16	Friday	Midterm grades due
October	23	Friday	Fall holiday
November	26-29	Thursday-Sunday	Thanksgiving recess
November	30	Monday	Classes resume
December	4	Friday	Classes end
December	7-9	Monday-Wednesday	Examinations
December	10	Thursday	Reading day
December	11, 12	Friday, Saturday	Examinations
December	14, 15	Monday, Tuesday	Examinations
December	16-	Wednesday-	Christmas recess
January	10	Sunday	

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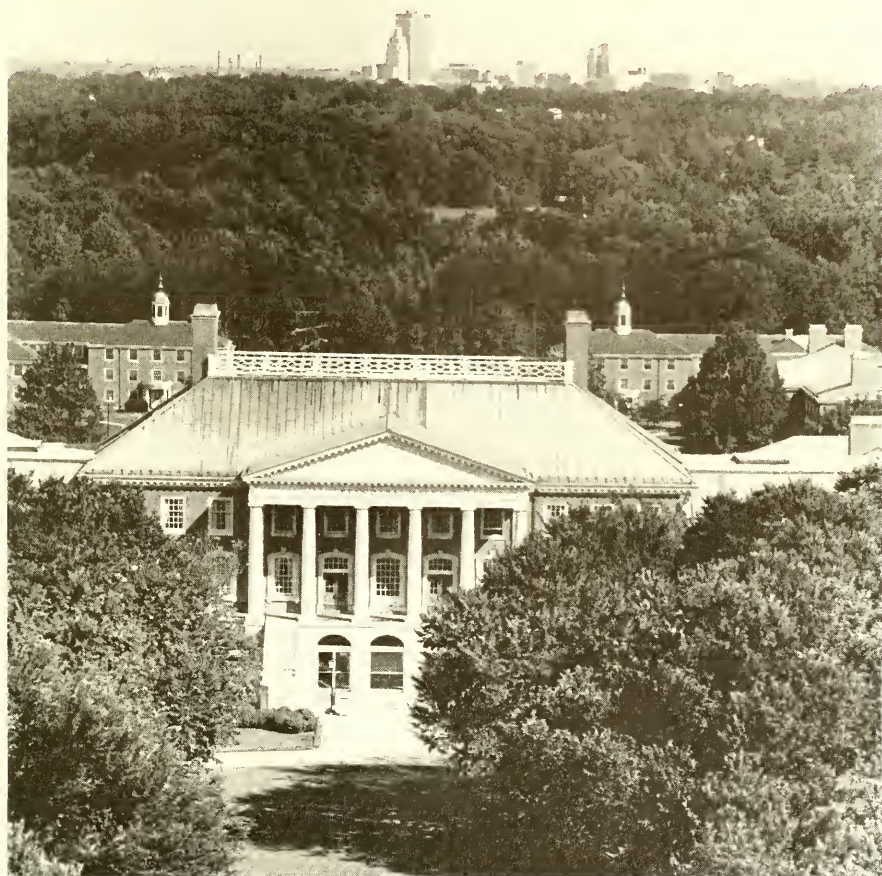
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Reynolda Hall

The University

Wake Forest University is characterized by its devotion to liberal learning and professional preparation for men and women, its strong sense of community and fellowship, and its encouragement of free inquiry and expression.

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in the Forest of Wake County, North Carolina, on the plantation of Calvin Jones, near which the Village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year the school was moved from the Town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine in honor of the benefactor who made possible the move and expansion to a full four-year program. In 1942 Wake Forest admitted women as regular undergraduate students.

A School of Business Administration was established in 1948 and for over two decades offered an undergraduate program of study in business. In 1969 the undergraduate school was succeeded by the department of business and accountancy and the department of economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980 the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy. The Division of Graduate Studies was established in 1961. It is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Hawthorne campuses in Winston-Salem. The summer session was inaugurated in 1921.

In 1946 the Trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College in Winston-Salem, where the School of Medicine was already established. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956 the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956 the College moved all operations, leaving the 122-year old campus in the Town of Wake Forest to the Southeastern Baptist Theological Seminary.

The decade that followed was the College's most expansive, and in 1967 its augmented character was recognized by the change in name to Wake Forest University. Today, enrollment in all schools of the University stands at over 5,000. Governance remains in the hands of the Board of Trustees, and development for each of the six schools of the University is augmented by Boards of Visitors for the undergraduate schools and Graduate School, the School of Law, the Graduate School of Management, and the School of Medicine, and by the Advisory Council for the School of Business and Accountancy. A joint board of University Trustees and

Trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the School of Medicine. Alumni and parents' organizations are also active at Wake Forest, and support by the Z. Smith Reynolds Foundation and other foundations and corporations is strong and continuing.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest's founders proposed to establish an institution that would provide education under Christian influences. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance. The University is an associate member of the Convention's Council on Christian Higher Education. Wake Forest receives financial and intangible support from Convention-affiliated churches.

The College, School of Business and Accountancy, Graduate School, School of Law, and Graduate School of Management are located on the Reynolda Campus in northwest Winston-Salem. The Bowman Gray School of Medicine is about four miles away, near the city's downtown, on what is known as the Hawthorne Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The School of Business and Accountancy offers courses of study leading to the baccalaureate in business and accountancy. The School of Law offers the Juris Doctor and the Graduate School of Management, the Master of Business Administration. In addition to the Doctor of Medicine degree, the School of Medicine offers through the Graduate School programs leading to the Master of Science and Doctor of Philosophy degrees in the basic medical sciences. The Graduate School confers the Master of Arts, Master of Arts in Education, Master of Arts in Liberal Studies, and Master of Science degrees in the arts and sciences and the Doctor of Philosophy degree in biology and chemistry.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 320 acres; its physical plant consists of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn Estate, an educational conference center, is nearby.

Wait Chapel is named in memory of the first president of the College. Its main auditorium seats 2,300 and is also the home of the Wake Forest Baptist Church. The Wait Chapel tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the department of religion, the offices of the University chaplaincy and the Wake Forest Baptist Church, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, is an administration building and student center. Most administrative offices for the Reynolda Campus are there, along with the Student Union, other student activities, and computer center. The *Z. Smith Reynolds Library* houses the main collection of books and

documents on the Reynolda Campus. Along with eight floors of open stacks, having a capacity for about 1,000,000 volumes, it has reading and reference rooms for study and some academic offices. The department of economics is also in the library.

Winston Hall houses biology and psychology; *Salem Hall*, the chemistry and physics departments. Both buildings have laboratories as well as classrooms and special research facilities. *Harold W. Tribble Hall* accommodates the humanities and social science departments and has a curriculum materials center, an honors seminar room, a philosophy library and seminar room, and a larger lecture area, *DeTamble Auditorium*, with an adjacent exhibition gallery. The *Museum of Man* houses the anthropology department. Instruction in business, accountancy, and mathematics is carried out in *Charles H. Babcock Hall*, which also houses the Babcock Graduate School of Management. The School of Law occupies *Guy T. Carswell Hall*.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, musical performances, and instruction in art history, drama, and music. Off its lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and sport science, courts for indoor sports, a swimming pool, and offices for the department of health and sport science and for military science. Adjacent are tennis courts, sports fields, a track, an *Indoor Tennis Center*, and the *Athletic Center* for intercollegiate athletics.

There are three residence halls which house only male students: *Davis House*, *Taylor House*, and *Kitchin House*. Four residence halls house only female students: *Efird*, *Bostwick*, *Johnson*, and *Babcock Halls*. *Huffman Hall*, *Poteat House*, *South Hall*, and *West Hall* are coeducational by floor or wing. Freshmen live in *Davis*, *Taylor*, *Kitchin*, *Bostwick*, and *Johnson*. Some male scholarship athletes live in *Palmer Hall* and *Piccolo Hall*. Just off the main campus are apartment buildings for faculty and married graduate students, and there is a town house apartment building on campus. Students may choose to live in theme housing in *French House*, *Spanish House*, or *German House*.

Computer Center

The computer center supports University instructional, research, and administrative needs. There are terminals for student and faculty use in various places on campus. The two main terminal clusters for students are in the computer center in Reynolda Hall and in the library. The University has two computers. A Hewlett Packard 3000 Series 70 system, used by the administration, has eight million bytes of memory and 1,142 million bytes of disc storage. The Prime 750 is used primarily for instruction and research. It has six million bytes of memory and 1,275 million bytes of disc storage.

Computer languages available include FORTRAN, FORTRAN77, BASIC, COBOL, RPG II, Assembler, Pascal, and PL/1. Statistical packages such as SPSSX, BMDP, IDA, Minitab, and TSP can be used for data analysis, forecasting, and financial modeling. Two graphics software packages, TELLAGRAF and DISSPLA, are recent additions to the Prime. A graphics workstation, added in the fall of 1985, works with TELLAGRAF, DISSPLA, the GRAFIX PARTNER, LOTUS 1-2-3, and other graphics packages. The workstation includes a six-pen plotter and a Polaroid palette for making prints or slides of the screen contents.

A recent acquisition for the Prime is the ORACLE relational database management system, which is compatible with industry and ANSI standards.

In addition to the facilities at the computer center, a remote batch connection with the Triangle Universities Computing Center (TUCC) and its IBM 3081 makes access to other statistical packages (notably SAS) possible, and makes the programs provided by the North Carolina Educational Computing Services (NCECS) available to Wake Forest computer users. Wake Forest is a member of the Inter-University Consortium for Political and Social Research (ICPSR) located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. Various departments on campus use microcomputers for research and teaching, and most use microcomputers for word processing.

In the fall of 1986, two microcomputer laboratories for general student use were opened. Each lab has fifteen Macintosh microcomputers, two dot-matrix printers, and a laser printer. Both laboratories are located in residence halls, one in Poteat House and the other in West Hall. A third microcomputer laboratory will be built during the summer of 1987. This lab will contain fifteen Zenith microcomputers networked with an AT&T STARLAN network, two dot-matrix printers, and a laser printer.

Libraries

The libraries of Wake Forest University support research in undergraduate education and in each of the disciplines in which a graduate degree is offered. An endowment provided by a substantial gift from the Mary Reynolds Babcock Foundation and another from the late Nancy Reynolds has been assigned to the sustained expansion and development of library resources, especially to support the graduate program. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The library collections total 1,002,022 volumes. Of these, 763,838 constitute the general collection in the Z. Smith Reynolds Library, 102,929 are housed in the School of Law, 119,958 in the library of the Bowman Gray School of Medicine, and 15,297 in a relatively new library in the Babcock Graduate School of Management. Subscriptions to 11,637 periodicals and serials, largely of scholarly content, are maintained by the four libraries of the University. The holdings of the Z. Smith Reynolds Library also include 31,235 reels of microfilm, 547,250 pieces of microcards, microprint, and microfiche, and 85,527 volumes of United States government publications.

Special collections cover the works of selected late nineteenth and early twentieth

century English and American writers, and include pertinent critical material. Among the special collections are a Mark Twain collection, a Gertrude Stein collection, and the Ethel Taylor Crittenden collection in Baptist history. The acquisition of the Charles H. Babcock Collection of Rare and Fine Books represents an important addition to the resources of the Z. Smith Reynolds Library.

Another of the library's notable special collections is the Artom Collection. It is a clipping file which covers major national and international events from 1948 to the present.

In addition to on-site resources, the library staff offers access to numerous data bases throughout the country for the instantaneous retrieval of information from a variety of sources.

The library instructional program includes an orientation workshop in research methods, assistance in independent and directed studies, and bibliographic presentations as requested by faculty.

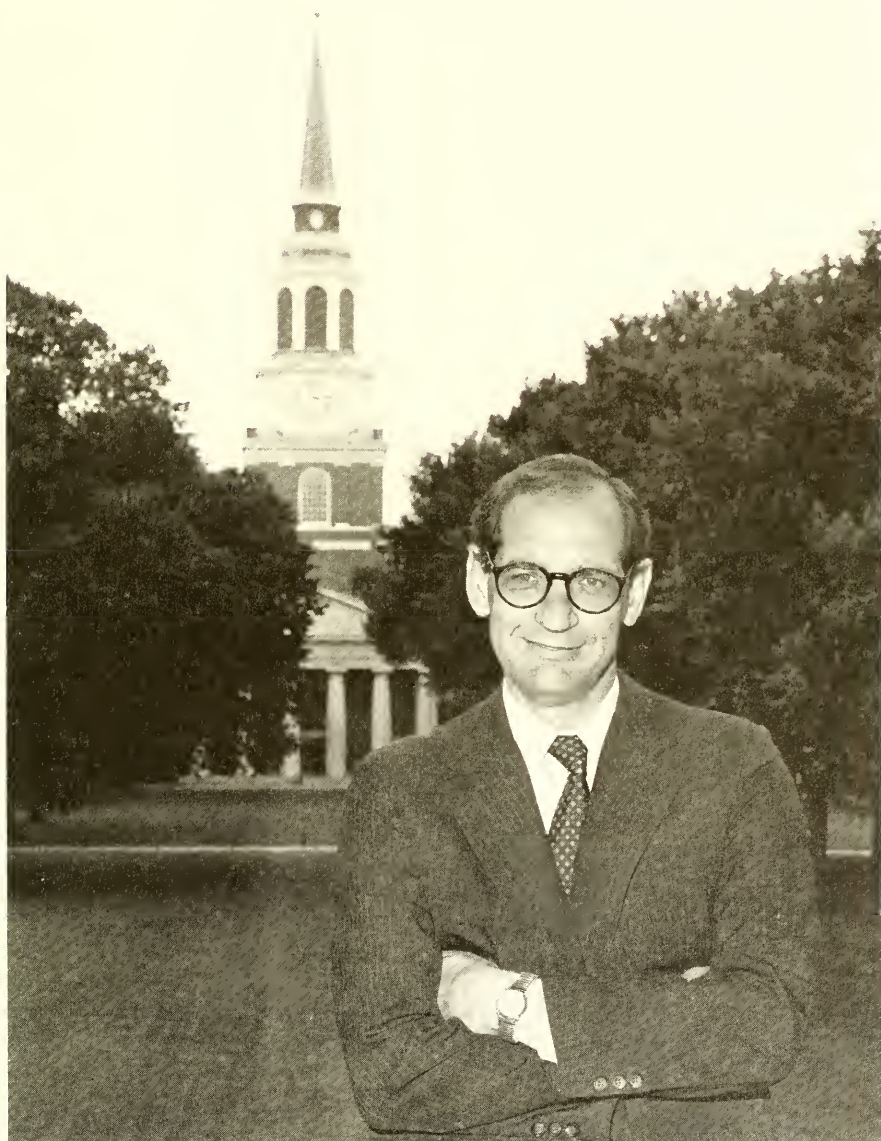
Recognition and Accreditation

Wake Forest College was first accredited by the Southern Association of Colleges and Schools, the regional accrediting agency, in 1921. The reaccreditation of 1965 included the master's and doctoral degree programs in the Division of Graduate Studies. The University's accreditation was last reaffirmed in December 1975. The University conducted a special self-study for the Southern Association which culminated in a visit by an Association committee in the fall of 1986. Reaffirmation of accreditation is anticipated in December 1987.

The Bowman Gray School of Medicine is a member of the Association of American Medical Colleges and is on the approved list of the Council on Medical Education of the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the School of Business and Accountancy are accredited by the American Assembly of Collegiate Schools of Business. The program in counseling leading to the Master of Arts in Education degree is accredited by the National Council for the Accreditation of Teacher Education.

Wake Forest University is a member of many of the major institutional organizations and associations at the national, regional, and state-wide levels, including the following: the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, and the Council of Graduate Schools in the United States; the Southern Association of Colleges and Schools, the Southern Universities Conference, and the Council of Southern Graduate Schools; and the North Carolina Association of Colleges and Universities and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of University administration.

Wake Forest has chapters of the principal national social fraternities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.



University President Thomas K. Hearn Jr.

The Undergraduate Schools

There are two undergraduate schools at Wake Forest University: Wake Forest College and the School of Business and Accountancy. The undergraduate schools are governed by the Board of Trustees and by their respective faculties and administration. Responsibility for academic administration is delegated by the President and Trustees to the Provost, who is chief academic officer of the University. The deans of the schools are responsible for academic planning and administration for their schools. Collaborating with the dean of Wake Forest College are associate and assistant deans and the vice president and assistant vice president for administration and planning, who coordinate student services. Other officers in the area of student services are the director of residence life and housing and the dean of students, who direct residential, social, and cultural life with the assistance of a professional staff; and the directors of the University Health Service and the University Counseling Center. A list of administrative offices is found in this bulletin beginning on page 213. In many administrative areas responsibility is shared, or advice is given by the faculty committees listed in this bulletin beginning on page 241.



James Ralph Scales Fine Arts Center

Wake Forest College

Wake Forest College is the undergraduate school of arts and sciences of Wake Forest University. It is the center of the University's academic life; through it the University carries on the tradition of preparing men and women for personal enrichment, enlightened citizenship, and professional life.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Purpose

Following is the official statement of purpose of Wake Forest College.

Statement of Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, co-educational, and residential character; its size and location; and its Baptist affiliation. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of six constituent parts: two undergraduate institutions, Wake Forest College and the School of Business and Accountancy; the Graduate School; and three professional schools: the School of Law, the Bowman Gray School of Medicine, and the Babcock Graduate School of Management. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the

Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterised by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. "Funded to a large extent from private sources of support, [Wake Forest] is determined to chart its own course in the pursuit of its goals. As a co-educational institution it seeks to 'educate together' persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic, and cultural. . . . Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in over-all size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. . . . As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots."

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and laypeople for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must

encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

History and Development

Since 1834 Wake Forest College has persevered—sometimes barely—through wars, economic crises, and controversy. In spite of these difficulties, perhaps because of them, the College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately.

That these qualities have often been passed along to Wake Forest's students is evident in the lives many have led. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

The founding of Wake Forest College in 1834 was one manifestation of the intellectual and humanitarian reform movement in North Carolina and the nation during the 1830s. The beginning of the College and the formation of the Baptist State Convention of North Carolina were closely interwoven: a leading motive for the organization of the Convention was that it serve as an agency for establishing an institution that would provide education under Christian influences.

The leaders in the movement for Convention and College were ministers and laymen from diverse backgrounds: Martin Ross, a North Carolinian; Thomas Meredith, a graduate of the University of Pennsylvania; and Samuel Wait, a graduate of Columbian College in Washington, DC. The inspiration of Ross, the scholarship of Meredith, and the leadership of Wait combined to lead the Baptists of North Carolina into the formation of the Baptist State Convention on March 26, 1830. Wait was appointed as the Convention's agent to explain to churches, associations, and others the need for a college to provide "an education in the liberal arts in fields requisite for gentlemen."

For nearly three years Wait traveled over the state in his wagon, speaking to a large number of the approximately 15,000 Baptists who lived in the Piedmont and coastal counties. Perhaps as many as one-half opposed missions, education, and other benevolences, but after two years of educational canvassing Wait reported enough sentiment in favor of the program of the Convention to proceed.

A 600-acre plantation, located sixteen miles north of Raleigh, was purchased from Calvin Jones in 1832 for \$2,000, and the North Carolina Legislature was asked to grant a charter for a literary institution based on the manual labor principle. The lobbying of opponents, both Baptist and non-Baptist, was effective; only the tie-breaking vote of William D. Moseley, speaker of the Senate and a graduate of the University of North Carolina, secured passage of the charter-granting bill. It was a meager charter, subject to various restrictions and limited to a period of twenty years, but the birth of Wake Forest had been achieved. Its subsequent growth would be the result of creative adjustments and successful responses to a series of other challenges.

After his successful three-year canvass of the state, Samuel Wait was elected principal of the new institution. Sixteen students registered on February 3, 1834; before the end of the year seventy-two had enrolled. The manual labor principle, adopted as partial means of financing the institution, was abandoned after five years, and the school was rechartered in 1838 as Wake Forest College.

The economic crisis of 1837 had such an adverse effect that support for the College and student enrollment steadily declined; only a loan of \$10,000 from the State Literary Fund in 1841 prevented bankruptcy. During these years of arduous struggle to keep the College alive, President Wait exhausted his physical strength and contracted an illness which forced him to resign the presidency in 1845.

William Hooper succeeded Wait, and the prospects of the College became brighter. Hooper, a grandson of one of North Carolina's three signers of the Declaration of Independence, had received his education at the University of North Carolina. As a native North Carolinian with family connections extending over several generations, he was able to mobilize public opinion in support of the College.

After Hooper's resignation the Trustees elected to the presidency professor of mathematics John B. White, a graduate of Brown University. Since the mortgages on the physical facilities had been paid during Hooper's tenure, fund raising efforts during President White's administration could be concentrated on increasing the College endowment. The Trustees authorized a capital campaign and selected as its leader Washington Manly Wingate, an 1849 graduate who within a year and a half raised approximately \$33,000.

But the temper of the times was unsuited to leadership by a Northerner, and President White resigned in 1854. The Trustees chose as his successor Wingate, then twenty-six years old and the first alumnus of the College to serve as president. Under his vigorous leadership, which spanned nearly three decades, the quality of students improved and new faculty members were added. During the first eight years of Wingate's administration, sixty-six students graduated—more than half of the total graduated during the first twenty-three years in the life of the College. In 1857 President Wingate launched a campaign to produce an additional endowment of \$50,000, over one-half of which was raised in a single evening during the 1857 meeting of the Convention.

This period of growth and expansion was cut short by the division of the nation in 1861. The Conscription Act of 1863 did not exempt students, and for three years of the Civil War the College suspended operations. The buildings were used briefly for a girls' school; after 1863 the Confederate government used College facilities as a military hospital.

Following Sherman's march through the South and Lee's surrender at Appomattox, a peace of desolation pervaded the region. Supporters of Wake Forest surveyed what remained; College buildings, now leaky and in poor repair; approximately \$11,700 from a pre-war endowment of \$100,000; the former president and faculty; a loyal group of Trustees. There was also something else: an indomitable spirit of determination that Wake Forest should emerge from the wreck of the war and fulfill its mission.

The needs of the College were great and financial prospects poor, but in November 1865, barely six months after the end of the war, nine members of the Board of

Trustees, acting with unwarranted courage, authorized the resumption of classes. Wingate was persuaded to resume the presidency, and on January 15, 1866, fifty-one students enrolled. The number increased as the South and its economy slowly recovered.

President Wingate realized that the people of North Carolina had to be awakened to the need for education in the renascent south, and that they must be persuaded that Wake Forest could help serve that need. To launch this campaign, a Baptist-sponsored, statewide educational convention was held in Raleigh, but before funds could be collected, the financial crisis of 1873 ended all immediate hope for endowment. The failure of the 1873-74 fund raising campaign placed the College in a precarious position. The triple encumbrances of war, reconstruction, and financial panic made it evident that little money could be raised in North Carolina. The Committee on Endowment of the Board of Trustees appointed James S. Purefoy, a local merchant and Baptist minister, as agent to solicit funds in the Northern states for continued operation of the College. While serving as treasurer of the Board before the war, he had salvaged \$11,700 from the pre-war endowment of \$100,000 by persuading the Trustees to invest half of the endowment in state bonds. After two years of unrelenting and often discouraging labor, without remuneration, he placed in the hands of the Trustees the sum of \$9,200.

It was also in the bleak days of financial uncertainty that a Wake Forest student, James W. Denmark, proposed and founded the first college student loan fund in the United States. A Confederate veteran, Denmark had worked six years to accumulate enough money for his own college expenses. Soon after entering Wake Forest in 1871 he realized that many students had the same great financial need. From his meager funds he spent five dollars for post cards and wrote to college presidents across the country asking how their loan funds were organized. When he found that the colleges had none, he enlisted the support of faculty and students at Wake Forest and in 1877 persuaded the Legislature to charter the North Carolina Baptist Student Loan Fund. Now known as the James W. Denmark Loan Fund, it is the oldest college student loan fund in the United States and has assets of \$325,000 to serve the needs of students according to the purposes of its founder.

By the close of President Wingate's second administration in 1879, the College had been successfully revived. The endowment had been increased and new construction had begun. Perhaps the greatest service President Wingate rendered was bringing to the College a faculty of highly qualified scholars who served the College with distinction and dedication over many years. Among them were Professors William G. Simmons (1855-88), William Royall (1859-70; 1880-92), William Bailey Royall (1866-1928), Luther Rice Mills (1867-1907), and Charles Elisha Taylor (1870-1915), who served as president from 1884 to 1905. Two other scholars who became tutors or adjunct professors in the last year of President Wingate's administration were also destined to play important roles in the life of the College: Needham Y. Gulley, who established the School of Law in 1894 and served as its first dean for thirty-six years, and biologist William Louis Poteat, who served the College for fifty years, twenty-two of them as president.

The administration of President Thomas Henderson Pritchard, which followed that of President Wingate, was brief and served principally to further Wingate's

efforts to persuade Baptists and other North Carolinians to improve the deplorable condition of education in the state. The second alumnus of the College to serve as president, Pritchard was an eloquent speaker whose prominent leadership among Baptists increased the patronage of the College and improved its image among its constituency.

Charles Elisha Taylor, whom President Wingate had brought to the faculty in 1880, was elected in 1884 to serve as the sixth president.

Taylor's administration from 1884 to 1905 brought enrichment of the academic program in a variety of ways. Academic departments were increased from eight to thirteen, and the size of the faculty more than doubled. Two new schools were added: the School of Law in 1894 and the School of Medicine in 1902. Progress in other areas included the addition of buildings and the landscaping of the campus. Over 400 trees were planted, making *Magnolia grandiflora* almost synonymous with the Wake Forest campus.

President Taylor was succeeded by William Louis Poteat. Affectionately known as "Doctor Billy" to students during and after his twenty-two-year administration, he continued to promote the general growth of all areas of College life. Special emphasis was placed on development in the sciences, reflecting in part the interests of the president and in part the need to enrich the pre-medical training required by the new School of Medicine.

As student enrollment increased from 313 in 1905 to 742 in 1927, there was a corresponding increase in the size of the faculty. Registration in religion, English, education, and the social sciences required more administrative direction, and a dean and a registrar were employed along with a library staff. Propelled by the trend of the other colleges in the state, Wake Forest also gave more attention to sports and achieved an envied reputation in baseball and football. Also notable during President Poteat's administration was the continued growth of the endowment.

Beyond these significant material advances, President Poteat brought distinction in the form of state and national recognition. A devout Christian, an eloquent speaker, and an accomplished scholar, he became a national leader in education and probably the foremost Baptist layman in the state. As a distinguished scientist he was among the first to introduce the theory of evolution to his biology classes. The Christian commitment in his personal and public life enabled him to defend successfully his views on evolution before the Baptist State Convention in 1922, in a major victory for academic freedom that attracted nationwide attention. Through his influence and that of Wake Forest alumni who supported his view, the North Carolina Legislature refused to follow other Southern states in the passage of anti-evolution laws in the 1920s.

During the administration of Poteat's successor, Francis Pendleton Gaines (1927–1930), the academic program continued to improve. In 1930 the Trustees selected Thurman D. Kitchin, dean of the Medical School, to fill the presidency. Kitchin was a member of a family prominent in state and national affairs: one brother, William W. Kitchin, had served as governor of North Carolina; another, Claude Kitchin, had served as majority leader in the United States House of Representatives. Kitchin's twenty-year administration was one of progress in the face of many obstacles—

Depression, destructive campus fires (one of which destroyed venerable Wait Hall), the disruption caused by World War II, and a depleted student body.

Notable accomplishments during this period were the approval in 1936 of the School of Law by the American Bar Association and in 1941 the removal of the School of Medicine to Winston-Salem, where it undertook full four-year operation in association with the North Carolina Baptist Hospital as the Bowman Gray School of Medicine, named after the benefactor whose bequest made expansion possible.

World War II brought other changes. Although the College was able to remain open, enrollment dropped in 1942 to 474. The College met this crisis by modifying its century-old admissions policy and becoming a coeducational institution that year. In the post-war period, enrollment mushroomed with the return of the veterans and reached a peak of 1,762 by 1949. Just before World War II a \$7,000,000 capital expansion campaign for buildings and endowment had been launched by President Kitchin. The war forced the postponement of construction, but out of the campaign came a proposal which offered another war-ridden Wake Forest an opportunity for yet another rebirth. The Z. Smith Reynolds Foundation proposed that up to \$350,000 a year of its income (an amount which has steadily increased over the years) be given in perpetuity to the College, provided that the entire College be relocated in Winston-Salem and that other friends of the College provide a campus site and buildings. In 1946 the Board of Trustees, the Convention, and the Baptist constituency of the state accepted the Reynolds proposal. Charles H. Babcock and his wife, Mary Reynolds Babcock, offered a 320-acre tract of their Reynolda estate as a site for the new campus.

To move an institution over 100 years old from its rural setting 110 miles to a new campus in an urban area required leadership of great vision, determination, and youthful vigor. To succeed President Kitchin, who retired on his sixty-fifth birthday, the Trustees in 1950 elected to the presidency Harold Wayland Tribble, then president of Andover Newton Theological Seminary and a noted Baptist theologian. President Tribble immediately began to mobilize alumni and friends of the College, and the Baptist State Convention, in support of the great transition.

In the spring of 1951, William Neal Reynolds and Nancy Reynolds offered an anonymous challenge gift of \$2,000,000 on the condition that the College raise \$3,000,000 by June 30, 1952. The deadline was extended and the challenge met by January 1953. Mr. Reynolds died in September 1951 (the Foundation assumed his \$1,500,000 share of the challenge grant) and he willed Wake Forest \$1,000,000, to be paid at the time of removal. In recognition of his bequest the new gymnasium was named for him. Because of the capital funds received from the Reynolds Foundation, the Trustees voted that the library be named the Z. Smith Reynolds Library and the administration building Reynolda Hall.

Groundbreaking ceremonies were held in Winston-Salem on October 15, 1951, when a crowd of more than 20,000 watched President Harry Truman lift the first shovel of dirt to begin construction of the new Wake Forest campus. Between 1951 and 1956 fourteen buildings were erected; the removal of the College to its new home was accomplished in time for the opening of the summer session in 1956.

During the next eleven years of President Tribble's administration the College experienced many changes. It had revised its curriculum before moving to the new

campus, offering greater flexibility to students, whose number increased to 3,022. The size of the faculty expanded, reducing the student/teacher ratio to fourteen-to-one.

Additional resources came to the College in its new home. In 1954 the will of Colonel George Foster Hankins provided over \$1,000,000 to be used for scholarships. In 1956 the Ford Foundation contributed \$680,000 to the endowment of the undergraduate program and \$1,600,000 to the Bowman Gray School of Medicine. After the completion of a challenge gift of \$3,000,000 offered in 1965, the Foundation raised its annual contribution to \$620,000. The holdings of the University's libraries more than tripled, and the Z. Smith Reynolds Library was awarded the income from an endowment fund of \$4,500,000 contributed by the Mary Reynolds Babcock Foundation and Nancy Reynolds.

Graduate work, first offered in 1866 but suspended during the removal program, was resumed in 1961 with the establishment of the Division of Graduate Studies. In 1967, recognizing the augmented resources of the College, the Trustees officially changed the institution's name to the Wake Forest University. The Division of Graduate Studies became the Graduate School and the name Wake Forest College was retained as the designation for the undergraduate school.

After seventeen years of strenuous effort, President Tribble retired in 1967, leaving as his lasting memorial the removal of the College from Wake Forest to Winston-Salem and its changed status from college to university, with enhanced resources and academic distinction. As his successor the Trustees chose James Ralph Scales (1967-1983), former president of Oklahoma Baptist University and former dean of arts and sciences at Oklahoma State University. His administration saw important new developments. The Guy T. and Clara H. Carswell Scholarship Fund, valued at \$1,600,000 was established in support of the undergraduate College. The new Graduate School of Management was named in honor of Charles H. Babcock in 1969. Through the generosity of the Z. Smith Reynolds Foundation and Nancy Reynolds, a building was constructed to house the Babcock School; a subsequent gift of \$2,000,000 was received from the Mary Reynolds Babcock Foundation for endowment. The James R. Scales Fine Arts Center was opened in 1976, marking a major phase of the College's growth in comprehensive liberal arts education. An athletic center and additions to the School of Law building, Guy T. Carswell Hall, have further expanded the physical resources of the Reynolda Campus.

Wake Forest has expanded its programs as well as its physical facilities. The University offers study for the baccalaureate degree in over thirty areas listed on page 62. Exchange programs with local institutions and with universities abroad have further expanded the range of choice and opportunity. In addition, Wake Forest maintains residential language centers in Venice and London for foreign study within the College curriculum.

President Scales left office on October 1, 1983 to return to teaching as the University's first Worrell Professor of Anglo-American Studies. The Trustees selected Thomas K. Hearn Jr., a philosopher and former dean for non-medical affairs at the University of Alabama-Birmingham, as the University's twelfth president. He was inaugurated on November 4, 1983.

Wake Forest celebrated its sesquicentennial anniversary in 1984.

Student Life

Student life at the University is designed to offer a wide range of social, cultural, religious, and athletic resources to complement academic studies. The University is a community, and the sense of community is fostered by rich opportunities for personal growth.

Student Government has jurisdiction in certain areas over all undergraduate students. Its judicial branch includes the Honor Council, the Case Referral Panel, and the Judicial Board which hear cases involving violations of the honor system or of University rules. The Student Union plans, directs, and funds activities. Men's social fraternities and women's societies are members of the Interfraternity and Intersociety Councils respectively. All students who live on campus are represented by the Resident Student Association. There are chapters of the major honor societies and professional societies for qualified students, and the University makes a number of academic awards for distinguished student achievement and service. Intercollegiate athletics for men and women and an intramural sports program are strong, distinguished by tradition and by performance. Religious activities are central to the life of the University and, like campus cultural opportunities, are distinctive. The University offers a number of additional services to students relating to their physical and mental health, spiritual growth, and preparation for life.

Student Government

The executive branch of the Student Government is comprised of the four student body officers—president, vice president, secretary, treasurer—and the executive advisory committees. Reporting directly to the officers are various committees which work on improving service to students. These committees are open to all students.

The legislative branch of the Student Government is composed of seventy-one student representatives; the vice president of the student body serves as speaker. The Legislature represents the interests of students in social and academic matters and promotes and funds projects of benefit to the student body and the larger community. It oversees disbursement of funds to student groups and recommends the chartering of student groups seeking recognition by the University. Major committees are the Charter Committee, the Committee on Committees, the Campus Life Committee, the Economic Committee, the Judicial Committee, the Academic Committee, the Appropriations and Budget Committee, and the Student Relations Committee.

The *honor system* is an expression of the concern that students act with honor and integrity. It is an integral part of the Student Government as adopted by students and approved by the faculty. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole community. The honor system obligates students neither to give nor receive unauthorized aid on academic work; to have complete respect for the property rights of others; to make no false or deceiving statements regarding academic matters to another member of the University community; not to interfere with the procedures

of the honor system; and to confront any student who has violated the honor system and to remind that student of the responsibilities dictated by the honor system.

The *Honor Council* consists of fourteen members—two officers selected by and from the Honor Council of the previous year plus three representatives from each class. There are three non-voting faculty advisers.

It is the duty of the Honor Council to receive and investigate reports of honor system violations, to prefer charges where appropriate, and to arrange hearings for all charges of violations of the honor system. The minimum penalty for any violation of the honor system is a period of probation. A student who is found guilty of premeditated cheating is suspended or expelled from the University. Expulsion is normally automatic upon conviction for a second offense. All actions of the Honor Council are reported in writing to the dean of the College or the dean of the School of Business and Accountancy.

Any student convicted of violating the honor system is ineligible to represent the University in any way until the period of punishment—whether suspension, probation, or another form—is completed and the student is returned to good standing. A student who has been suspended can be readmitted to the College only on the approval of the faculty or its Committee on Academic Affairs. During the period of suspension the student cannot be certified to another institution as being in good standing.

The *Case Referral Panel* receives reports from the office of the dean of students on student violations of University social regulations, conducts necessary investigations, and draws up specific charges. When a plea of guilty is entered, the Case Referral Panel levies a penalty, if one is appropriate. If a plea of not guilty or no plea is entered, the case is forwarded to the Student Judicial Board.

The *Student Judicial Board* is composed of twelve members, at least three men and three women, who are elected at large from the student body. It is the duty of the Board to receive, prefer, and try all charges of social misconduct and violations of University rules and regulations for individual students as well as student organizations not covered by the Honor Council, the director of residence life and housing, or the Traffic Appeals Board. A student who violates these regulations or who behaves in such a way as to bring reproach upon him/herself or upon the University is subject to penalties ranging from verbal reprimand to suspension on the first offense. For further offenses, expulsion may occur.

The *interim judicial process*, which provides trial before a five-person panel of faculty and students, is available at times when the normal processes are not functioning.

The *Judicial Council*, a nine-person panel consisting of five faculty members, two administrators, and two students, hears appeals from the Honor Council, the Case Referral Panel, the Student Judicial Board, and the interim judicial process. The Judicial Council also supervises the undergraduate judicial system.

Student Union

Under the director of the Student Union there are meeting and recreation rooms, lounges, offices for student organizations, a coffee house, a gameroom, and an information center. The Student Union is responsible for scheduling entertainment

activities, developing and presenting programs to complement academic studies, assisting student organizations, and providing supporting equipment and services. The Student Union board of directors, representing all students, cooperates with the staff in daily operations and supervises the efforts of eleven committees and a large body of student volunteers.

Residence Hall Government

Each residence hall has a House Council which makes decisions about hall activities and budget allocations. House Council meetings also are forums for discussion of issues affecting student life in the residence halls. The Councils are comprised of an executive board of resident student representatives from each floor. Although each floor elects a House Council representative, every resident is encouraged to attend and to participate in meetings and functions.

The House Councils fall under the guidance and supervision of a larger student governing organization: the Resident Student Association (RSA). The RSA consists of representatives from each House Council and elected student executive officers. The RSA provides financial and programming support to the House Councils, and acts as a liaison between the Councils and the office of residence life and housing. RSA also sponsors campus-wide programs which serve the Wake Forest and Winston-Salem communities.

The House Councils and RSA not only provide social and educational opportunities for the University community, but give students valuable leadership experience.

Interfraternity and Intersociety Councils

The Interfraternity Council is the governing body of thirteen social fraternities: Alpha Phi Alpha, Alpha Sigma Phi, Chi Psi, Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Omega Psi Phi, Pi Kappa Alpha, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, Sigma Pi, and Theta Chi. The purpose of the Council is to govern and coordinate the campus Greek affairs and activities while promoting high standards of conduct, scholarship, community service, and fraternal operations. A student must have a C average for the previous semester or a cumulative C average to be pledged and initiated. By order of the faculty, students who are on probation for any reason may not be pledged and initiated into any fraternity until the end of their probationary period.

The Intersociety Council is the governing body of seven societies for women, each of which has selective membership: Delphi, Fideles, Lynks, Phoenix, SOPHS, Strings, and Thymes.

Both the Interfraternity and Intersociety Councils must follow University regulations and the Interfraternity Council is subject to the rules of the national organization.

The Greek system is an excellent opportunity for men and women to gain leadership experience, develop life-long friendships, serve the Wake Forest community, and perpetuate excellence in scholastic achievement.

Honor Societies, Professional Fraternities, and Clubs

A number of nationally affiliated honor societies have been established: Beta Beta Beta (biology), Delta Phi Alpha (German), Eta Sigma Phi (classics), Anthony Aston Society (drama), Lambda Alpha (anthropology), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Pi Mu Epsilon (mathematics), Pi Sigma Alpha (political science), Phi Beta Kappa, Omicron Delta Kappa, and Mortar Board. There are student sections of the American Institute of Physics, the American Chemical Society, and the American Society of Personnel Administration. There are also chapters of the national service fraternities Alpha Phi Omega and Circle K, as well as an Accounting Society, an Anglican Student Fellowship, an Anthropology Club, the Baptist Student Union, a Black Christian Fellowship, a Black Student Alliance, a Catholic Student Association, the Circolo Italiano, the College Republicans, the College Democrats, a Dance Club, an Economics Society, an Equestrian Club, a Fellowship of Christian Athletes, a Frisbee Club, a Gospel Choir, an Intervarsity Christian Fellowship, an Intra-Faith Council, a Karate Club, a Literary Society, a Marketing Society, a Politics Club, a Pre-Law Society, a Presbyterian Fellowship, a Rugby Football Club, a Scuba Club, a Soccer Club, a Sociology Club, the Students for America, the Students for Life, the Student Alumni Council, and the Wesley Foundation.

Academic Awards

The following awards are made annually: the *A. D. Ward Medal* for the senior making the best address at commencement; the *J. B. Currin Medal* for the best oration, essay or work of music or art on the topic "Christ in Modern Life"; the *D. A. Brown Prize* to the student whose writing most merits recognition; the *M. D. Phillips Prize* to the outstanding senior in Greek or Latin; the *John Y. Phillips Prize* to the outstanding senior in mathematics; the *H. Broadus Jones Award* to the student whose paper shows greatest insight into the works of Shakespeare; the *Ruth Foster Campbell Award* to the student whose ability in the Spanish language and spirit of joyful inquiry into Spanish culture have been most outstanding; the *Forrest W. Clonts Award* to the outstanding senior in history; the *Forrest W. Clonts Research Prize* for the outstanding paper written by a junior or senior non-American history major; the *C. Chilton Pearson Research Prize* for the outstanding paper written by a junior or senior American history major; the *Phi Alpha Theta Research Prize* for the best paper written by a junior or senior member; the *Claud H. Richards Award* to the outstanding senior in politics; the *John Allen Easley Medal* to the outstanding senior in religion; the *American Bible Society Award* for the outstanding senior biblical student; the *Lura Baker Paden Medal* to the outstanding senior in business; the *Wall Street Journal Medal* and a year's subscription to the *Journal* to the outstanding senior in finance; the *A. M. Pullen and Company Medal* to the senior with the highest achievement in accounting; the *William E. Speas Award* to the major in biology who writes the best paper on a subject selected by the national biology society; the *Biology Research Award* to the major in biology who does the best piece of original research; the *Potent Award* to the student in first-year biology who plans to major in biology and is judged most outstanding.

The *William C. and Ruth N. Archie Award*, established by a grant from Ruth N. Archie and from the Archies' son and daughter-in-law, William Archie Jr. and Margaret Archie, is given each year to the graduating senior who, in the opinion of the dean of the College and a faculty committee appointed by the dean, has shown most conspicuously a commitment to liberal learning, to scholarship, and to the ideals of Wake Forest College. In odd-numbered years the award is presented to a woman student; in even-numbered years it is presented to a male student.

Intramural Athletics

The intramural program operates under the auspices of the department of health and sport science. It provides a variety of competitive activities for students, faculty, and staff. There are sports for male, female, and coed participation. Activities usually included in the intramural program are basketball, cross-country, football, golf, handball, racquetball, soccer, softball, swimming, tennis, volleyball, water polo, wrestling, and weight lifting.

Students occasionally organize club teams for other sports and activities, which are not taught or directed by the College, but which are conducted as student organizations with the approval of Student Government and the faculty. Currently these include rugby, karate, equestrian, scuba diving, soccer, outing, and dance. Students who are interested in a sport not offered through the College may organize themselves and petition the Student Government and faculty for approval.

Intercollegiate Athletics

For men:

Under the director of athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association and participates in intercollegiate football, basketball, baseball, golf, tennis, soccer, cross-country, and track.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books. Wake Forest offers several special scholarships and awards: the *Brian Piccolo Award* for the football player judged by the coaching staff to best exemplify the qualities of Brian Piccolo during the annual North Carolina game; the *Brian Piccolo Scholarship* for the Chicago-area high school football player entering Wake Forest who best exemplifies the qualities of Brian Piccolo; the *Arnold Palmer Award* for the Wake Forest Athlete of the Year, as judged by lettermen from each team; the *Buddy Worsham Scholarship* for one golfer or more; the *John R. Knott Scholarship* for one golfer or more. Recent additions are the *Carl Tacy* and *Horace "Bones" McKinney Scholarships* which are for basketball players. The *George C. Mitchell* and *Claude and Anne Bruce Brewer Gore Scholarships* are general athletic scholarships.

For women:

Under the director of women's athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association and participates in basketball, field hockey, golf, tennis, cross-country, and track.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books.

Reserve Officers' Training Corps

The Reserve Officers' Training Corps (ROTC) has served the nation with distinction for almost seventy-five years. The Corps trains and commissions officers for the Army.

The Wake Forest program was established in 1951 and is organized and administered by a student chain of command. Its graduates serve in the highest leadership positions in the Army, Army Reserve, and National Guard. Participation in ROTC develops self-confidence and leader competence, and instills the customs and traditions of selfless service to the nation. Services provided include a four-year ROTC scholarship won in national high school competition, three- and two-year scholarships won in University competition, challenging academics, counseling, and mentoring. Activities enhance camaraderie and esprit de corps. Military Science 100-level courses incur no obligation.

Religious Activities

The Campus Ministry provides a variety of opportunities for the spiritual development of students, faculty, and staff. Thursday Worship is a weekly service which addresses the needs of the community through scripture, prayer, preaching, and music. A pre-school conference for freshmen each fall, a church vocations day in winter, and a faith and reason forum each spring promote the integration of spiritual and educational concerns. The Campus Ministry sponsors a theme house for residential students which focuses on the relationship between religion and the liberal arts. A volunteer service corps enables students to get involved in the needs of the Winston-Salem community. Nine student religious organizations provide regular programs, including Bible study, music, worship, and guest speakers on contemporary Christian concerns. The University chaplain, assistant chaplain, Baptist campus minister, Methodist chaplain, Roman Catholic chaplain, Episcopal chaplain, and the Intervarsity coordinator compose the Campus Ministry staff. The chaplains are available for counseling and spiritual direction, and also advise student religious organizations. The Wake Forest Baptist Church cooperates with the Campus Ministry in both joint and individual efforts to serve the community.

Cultural Activities

The University Theatre presents four major productions and several lab plays annually, employing faculty, student, and visiting professional directors. Each year the Student Union, with the assistance of the University Theatre, sponsors a musical dinner theatre, directed and performed by students. WFDD-FM broadcasts year-round to the campus and Piedmont North Carolina as an affiliate of National Public Radio. In addition to student announcers, producers, and technicians, it has a professional staff. WAKE-AM, a completely student-operated radio station, plays popular music during a limited broadcast schedule. Intercollegiate debate at Wake

Forest has a long record of excellence, and the College hosts three annual debate tournaments, the Franklin Shirley Dixie Classic, the Pride in Tobacco, and the High School Tournament.

Student publications include *Old Gold and Black*, a weekly newspaper; *The Student*, a literary magazine; and *Howler*, the yearbook. The Student Union sponsors a major speaker series throughout the academic year, and departments in the College engage specialists for other series. The *Institute of Literature* is a program of writers, critics, and scholars in English, classical languages, German, and Romance languages. The *Hester Philosophy Seminar* is an annual colloquium devoted to the major problems of philosophy and their impact on the Christian faith and is a joint undertaking of the department of philosophy and the Ecumenical Institute. The *Robinson Lectures* are held biennially and are administered by the department of religion. The department of psychology sponsors a colloquium series throughout the academic year.

The *Tocqueville Forum* and the *Luce Lectures* bring nationally known speakers to campus—to lecture and teach—under major grants from the Smith Richardson Foundation and the Henry Luce Foundation.

Student musicians perform for academic credit in the Choral Union, the Concert Choir, the Madrigal Singers, the Opera Workshop, the University Orchestra, the Deacon Marching Band, the Symphonic Wind Ensemble, the Jazz Ensemble, various chamber ensembles, and the Collegium Musicum. All student ensembles give public performances each semester.

Major concerts by orchestras and artists from around the world are performed in Wait Chapel and Brendle Recital Hall in the Scales Fine Arts Center under the auspices of the Artists Series. The department of music also sponsors performances by faculty, students, and visiting artists, and, in cooperation with the University Theatre, presents musical theatrical productions. Visiting dance soloists and companies and other musical programs are held in Brendle Recital Hall. Recitals are played by both students and guest carillonneurs on the Janet Jeffrey Carle Harris Carillon. Students in the Chapel Bell Guild play English handbells for convocations and services in Wait Chapel.

All concerts are open to students and to others in the community.

In addition to studio instruction in the department of art, visiting artists teach on campus and the nearby Southeastern Center for Contemporary Art. Reynolda House has frequent lectures related to its special collection in American art. The Student Union has an expanding collection of contemporary works of art, under student administration and exhibited in Reynolda Hall and elsewhere on campus. The T. J. Simmons Collection of paintings, etchings, lithographs, and sculpture also is on permanent display throughout the campus. An active group of student photographers exhibits its own work and that of professional photographers in the Student Union gallery adjacent to DeTamble Auditorium. Cultural resources in the community, in addition to Reynolda House and the Southeastern Center for Contemporary Art, include the restored historic Moravian village of Old Salem, the Museum of Early Southern Decorative Arts, the North Carolina School of the Arts and its associated professional performing companies in theatre, dance, and music, and the Winston-Salem Symphony and Chorale. Folk art, professional art, and crafts fairs are frequent.

Career Planning and Placement

The office for career planning and placement in Reynolda Hall offers a full range of career services, including placement counseling, library resources, and a computer program which helps students determine career and graduate or professional school interests. Other services include career exploration, choice of an academic major, résumé writing and interviewing skills, and interviews with prospective employers. The office helps students choose careers and find full-time, part-time, and summer jobs. It also helps them arrange internships and plan graduate or professional studies.

The office maintains a file on each registered student to help with on-campus interviews and off-campus job search. More than 200 companies, agencies, and colleges and universities interview registered undergraduate and graduate students during the year. Job vacancy listings, employer directories, company profiles, and alumni contacts provide leads for the off-campus job search.

Students are invited to take advantage of these services, beginning early in their college years. The office resources are available on a walk-in basis during regular office hours and individual consultations are available by appointment.

University Counseling Center

The University Counseling Center offers a complete range of counseling and psychological services. Students can discuss their personal, educational, and career concerns with a professional counselor or psychologist. A variety of tests is available to help students identify their vocational aptitudes, educational interests, study/learning skills, and personality traits. Special programs help students increase their self-confidence, manage their emotions, modify their behavior, or improve their relationships. Brochures on studying, stress management, substance abuse, and other topics are available. Psychological emergencies on campus are handled through the Center. Appointments are available Monday through Friday between the hours of 8:30 a.m. and 12:30 p.m. and between 1:30 p.m. and 5:00 p.m. Confidentiality is assured and no fees are charged to students.

Another service sponsored by the Counseling Center is the Learning Assistance Program. The Program's services include study skills training and computer-assisted instruction in a wide range of topics, including vocabulary and reading improvement. The Learning Assistance Program staff presents mini-courses and seminars in academic skills throughout the year. Under certain conditions, tutorial assistance and academic counseling may be arranged. The Learning Assistance Program office is located in the west foyer of the Z. Smith Reynolds Library and is open Monday through Thursday from 8:30 a.m. to 9 p.m., on Friday from 8:30 a.m. to 5 p.m., and on Sunday from 3 p.m. to 9 p.m.

Student Health Service

The Student Health Service is located in Kitchin House and provides primary care services, including general health maintenance, diagnostic and treatment procedures, and referral to specialists. It is open when residence halls are in operation

and requires a health information questionnaire on file for all students. The services of the clinical staff are covered by tuition; there are additional charges for injections, medications, laboratory tests, special physical examinations, and bed care.



Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a freshman normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

All persons admitted are required to submit a health history, along with the results of a physical examination and certain laboratory tests to the director of the Student Health Service. If a person who has been accepted but not yet enrolled has or develops a health problem which, in the judgment of the director of the health service, creates a danger to the safety and well-being of the student or others, that person may be required to delay matriculation until the problem is resolved.

North Carolina law requires that all students enrolling in the College after June 30, 1986 submit proof of immunization against diphtheria and tetanus (DT), polio, rubeola, and rubella before registration. There are exceptions; the student handbook has a detailed statement. A certificate from the student's high school, physician, or county health department director is acceptable proof of immunization. The Student Health Service will furnish a form for this purpose. In addition, North Carolina law requires that students who do not submit proper proof of immunization within thirty days of enrollment cannot attend Wake Forest University until these immunizations have been documented.

Application

An application is secured from the office of admissions in person or by mail (7305 Reynolda Station, Winston-Salem, North Carolina 27109). It should be completed and returned to that office, if possible no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by March 15, with prompt notification of applicants. For the spring semester application should be completed

and returned, if possible, no later than October 15. Except in emergency the final date for applying for the fall semester is August 1 and for the spring semester January 1. Application on this last-date basis is primarily for non-residential students.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the Scholastic Aptitude Test of the College Entrance Examination Board. Accompanying Achievement Tests are optional. All test scores should be sent directly to the University by Educational Testing Service. A \$25 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A \$200 admission deposit is required of all students accepted and must be sent to the office of admissions no later than three weeks following notice of acceptance. It is credited toward first semester fees and is refunded in the event of cancellation of application by the student, provided a written request for refund is received by the office of admissions no later than May 1 for the fall semester or November 1 for the spring semester. (Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make the admission deposit within two weeks of notification.) Deposits made after May 1 and November 1 are not refundable. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

An early decision plan is available to well-qualified high school students who decide by the close of their junior year that their first college choice is Wake Forest. An early decision agreement is required with the application, which is sent to the office of admissions after completion of the junior year and not later than October 15 of the senior year. Along with high school record, recommendations, and scores on the Scholastic Aptitude Test, at least one Achievement Test, especially in English composition, is strongly recommended.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all the natural science, foreign language, literature, and mathematics requirements of the secondary school; to offer a minimum 3.5 quality point average in work of record; and to have achieved a minimum on the Scholastic Aptitude Test of 1200.

Early decision applicants are notified of acceptance by November 1 for the fall semester, and the admission deposit is required by January 1. Applicants not admitted are asked to submit a senior year Scholastic Aptitude Test score and first semester senior year grade record, or are advised to apply elsewhere.

Admission of Handicapped Students

Wake Forest College will consider the application of any qualified student on the basis of personal and academic merit, regardless of handicap. A system of ramps and

elevators makes all of the programs at Wake Forest accessible to those in wheelchairs or with limited mobility. The University will gladly help handicapped students make arrangements to meet special needs. Students who seek further information should consult the admissions office or the University's equal opportunity officer.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of the College Entrance Examination Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions especially well prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the freshman (second semester), sophomore, and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering freshmen must remove the entrance conditions during the first year at Wake Forest.

The writing of transfer students is evaluated during the orientation period each semester, and students whose writing is deficient are given a *composition condition*. For removal of a *composition condition* the student is required to take English 11 during the first semester for which he or she registers following the assignment of the cc. Removal of the deficiency is prerequisite to graduation.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

An admission deposit of \$200, which is applied toward tuition and fees for the semester for which the student has been accepted, is required to complete admission. Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

Tuition

	Per Semester	Per Year
Full-Time (twelve or more credits)	\$3,625	\$7,250
Part-Time	\$205 per credit	

Students enrolled in the College or in the School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theatre, and the health service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admissions to games and concerts, and publications by paying an activity fee of \$125 per semester.

Room Charges

	Per Semester	Per Year
Double occupancy	\$605	\$1,210

Most rooms available for first-year students are \$605 per semester. Other room rentals range from \$515 to \$1,030.

Food Services

A cafeteria, soda shop, and table service dining room are located in Reynolda Hall. Board plans are available for \$1,120, \$1,280, \$1,440, and \$1,580 per year. The format of these plans is a credit card system in which the student is charged only for the amount of food purchased at the time it is purchased. The plan may be used at any University food services facility, and it allows a great deal of flexibility for eating off campus.

Freshmen living in dormitories are required to participate in one of the board plans.

Other Charges

Admission application fee of \$25 is required with each application for admission to cover the cost of processing and is non-refundable.

Admission deposit of \$200 is required of each student entering for the first time or returning after a period of non-attendance and must be sent to the director of admissions within three weeks after acceptance for admission or readmission. The deposit is credited to the student's charges for the semester for which he or she has been accepted for admission. It is refunded if the director of admissions is notified in

writing prior to May 1 for the fall semester and November 1 for the spring semester of cancellation of plans to enter the College.

Applied music fees are required in addition to tuition for students enrolling for individual class study in applied music in the department of music and are payable in the office of the controller. The fee for one credit per semester is \$110 and for two credits per semester is \$175.

Hospital bed and board charges are made when the student is confined to the Student Health Service, at a rate of \$44.50 per day. An additional charge is made for special services and expensive drugs. Students **must have** hospital insurance. A group plan is available through the University for those not covered by a family plan. A \$2 charge is added to overdue bills.

Key deposit of \$5 is required for each key issued to a residence hall room and is refunded when the key is returned.

Late registration fee of \$10 is charged to students registering after the dates set by the faculty.

Library fines are charged for lost books and for violation of other library regulations and are payable in the library.

A tuition deposit of \$200 is required, at a date set by the office of the controller, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is refunded if the controller is notified in writing prior to June 1 that the student will not return.

Room change fee of \$5 is charged for authorized room changes made after February 15 in the spring semester. The fine is \$20 for any unauthorized change.



Special examination fee of \$2.50 is required for each examination taken to remove a course condition.

Student apartment rental is payable at \$165 per month.

Motor vehicle registration and traffic fines are \$60 and \$10 to \$15, respectively. All students operating a vehicle on campus (including student apartments and Graylyn Conference Center) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus. Fines are assessed against students violating parking regulations, copies of which are obtainable from the University public safety office. Proof of ownership must be presented when applying for vehicle registration.

Transcripts of a student's record are issued at a cost of \$2 each.

Refunds

During the academic year, all students, full- and part-time, receive tuition refunds according to the following schedule. This policy applies to students dropping courses as well as those withdrawing. Withdrawals must be official and students must return their ID cards before claiming refunds. *There is no refund of room rent.*

<i>Number of Weeks Attendance (Including first day of registration)</i>	<i>Percentage of Total Tuition to be Refunded</i>
1 week	Total Tuition Less \$200
2 weeks	75 percent
3 weeks	50 percent
4 weeks	25 percent

Housing

All unmarried freshman students are required to live in residence halls, except (1) when permission is granted by the dean of students for the student to live with parents or a relative in the Winston-Salem area or (2) by special arrangement when space is not available on campus or (3) if the student has lost residence hall space because of a room contract violation or disciplinary action. Fifth-year students are ineligible for housing. Married students are not usually allowed to live in residence halls except when permitted by the director of residence life and housing. Residence halls are supervised by the director of residence life and housing, the assistant director of residence life and housing, the housing manager, area coordinators, and hall directors.

The following charges per year apply for each student in the residence halls: in Kitchin House, Poteat House, Davis House, Taylor House, Huffman Hall, and Efird Hall, \$940 for triple rooms, \$1,030 for small double rooms, \$1,210 for large double rooms, and \$1,500 for single rooms; rooms in the new suites with interior lounges are \$1,350 for large rooms and \$1,080 for small rooms; in Johnson and Bostwick Residence Halls, \$1,210 for double rooms and \$1,500 for single rooms; in Babcock

Residence Hall, \$1,410 for double rooms and \$1,640 for single rooms; in West Residence Hall, \$1,540 for double rooms; in South Residence Hall, \$1,510 for double rooms. Theme housing in French, German, Spanish Houses, faculty apartments, and town house apartments is \$1,540. Housing in overseas houses is \$770 per semester. For each of the married student apartments, the charge is \$165 per month. For each of the ten apartments which are shared by single graduate students, the charge is \$115 per occupant, or \$230 per month.

Academic Calendar

The academic calendar of the College and the School of Business and Accountancy includes a fall semester ending before Christmas, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A four-day orientation period for new students in the College precedes registration for the fall semester. A faculty adviser and an upperclass student provide guidance during and between registration periods throughout the student's freshman and sophomore years. Advisers meet with students both individually and in small groups. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major in a field of study toward the end of the sophomore year. At that time a new adviser is assigned from the department or departments concerned.

Registration

A two-day registration period for all students in the College and the School of Business and Accountancy opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the controller, (2) obtaining a summary of prior record from the registrar, (3) consultation with the academic adviser, and (4) sectioning into courses at on-line registration.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College and the School of Business and Accountancy have a value of four credits, but others vary from one credit to five. The normal load for a full-time student is eighteen credits per semester, with a maximum of nineteen (twenty if only four courses are involved) permitted on registration day. A student wishing to register for more than twenty credits per semester must seek the permission of the appropriate dean or the Committee on Academic Affairs after registration day.

Twelve credits per semester constitutes minimum full-time registration. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day

of classes for least fourteen credits each semester. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student may not register for fewer than twelve credits without specific permission from the Committee on Academic Affairs to register as a part-time student.

A full-time student in fall semester of any year may not be a part-time student in the spring semester immediately following. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status is not eligible for a tuition refund.

The requirements for classification after the freshman year are as follows: sophomore—the removal of all entrance conditions and the completion of not fewer than 29 credits toward a degree, with a minimum of 58 grade points; junior—the completion of not fewer than 60 credits toward a degree, with minimum of 120 grade points; senior—not fewer than 108 credits toward a degree, with minimum of 216 grade points.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. One of the most vital aspects of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who are deemed to be causing their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the School of Business and Accountancy, as appropriate, for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or the School of Business and Accountancy.

The office of the dean of the College maintains a list of students who have been absent from class because of illness as certified by the Student Health Service, because of other extenuating circumstances, or as authorized representatives of the College whose names have been submitted by appropriate officials forty-eight hours in advance of the hour when the absences are to begin. Such absences are considered excused and a record of them is available to the student's instructors upon request. The instructor determines whether work missed can be made up.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the School of Business and Accountancy; for others the fee is \$80 per course, and permission of the appropriate

dean, as well as that of the instructor, is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor. Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of regularly enrolled students who have met the instructor's requirements. In no case may anyone register for an audit course before the first meeting of the class. An audit course may not be changed to a credit course, and a credit course may not be changed to an audit course.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *before* this date must consult the registrar and his or her faculty adviser. *After* this date, the student who wishes to drop a course must consult his or her faculty adviser, the course instructor, and the dean of the College or the dean of the School of Business and Accountancy as appropriate. If the dean approves the request, he authorizes the student to discontinue the course. Except in the case of an emergency, the grades in the course will be recorded as F.

If, at any time, a student drops any course without prior, written approval of the appropriate dean, the student will be subject to academic probation for the following semester or to such other penalties as the Committee on Academic Affairs of the faculty may impose.

Withdrawal from the College

A student who finds it necessary to withdraw from the College or the School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal is taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it the student is expected to refrain from unfairness in any form and to report to the Honor Council any student he or she knows to be cheating. Examinations are turned in with a signed statement that no aid has been given or received.

Grading

For most courses carrying undergraduate credit there are five final and two

conditional grades: A (*exceptionally high achievement*), B (*superior*), C (*satisfactory*), D (*passing but unsatisfactory*), E (*conditional failure*), F (*failure*), and I (*incomplete*).

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the registrar, and no grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

A candidate for graduation in the final semester who receives a grade of E in the previous semester may apply to the registrar for reexamination thirty days after the opening of the final semester but not less than thirty days before its close. All conditions, including the grade of E, must be removed not less than thirty days before the end of the term in which the student graduates. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.

Grade of I. The grade of I may be assigned only when a student does not complete the work of the course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows: for each credit of A, four points; for each credit of B, three points; for each credit of C, two points; for each credit of D, one point; for each credit of E or F, no points.

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the undergraduate schools make available the option, under certain conditions, of registering in courses on a Pass/Fail basis rather than for a letter grade. Courses taken under the Pass/Fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade point average. In no case may a student change from grade to Pass/Fail mode, or from Pass/Fail to grade mode, after the last day to add a course, listed in the calendar at the front of this bulletin.

A student may count toward the degree no more than twenty-four credits taken on a Pass/Fail basis. Freshmen and sophomores are not eligible to elect the Pass/Fail mode, but may enroll for courses offered only on a Pass/Fail basis. A student may during the junior and senior years only elect up to a total of sixteen credits on a Pass/Fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, or major requirements may not be taken on a Pass/Fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a Pass/Fail basis if the department of the major does not specify otherwise.

Grade Reports and Transcripts

A mid-term report and a final report of grades are issued to students by the

registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Copies of a student's cumulative record are issued by the registrar, but only on the written authorization of the student and payment of \$2 per transcript.

Dean's List

The Dean's List is issued at the end of the fall and spring semesters. It includes all full-time students in the College and the School of Business and Accountancy who have a grade point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point system. A degree candidate with a total average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a total average of not less than 3.50 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a total average of not less than 3.00 for all courses attempted is graduated with the distinction *cum laude*. The entire record of a student is considered, with the understanding that a transfer student may receive no distinction which requires a quality point ratio greater than that earned at Wake Forest University. Details are available in the office of the registrar.

Repetition of Courses

A student may not repeat a course in which he or she has received a grade of C or higher. When a student repeats at Wake Forest a course in which he or she has received at Wake Forest a grade of D or F, all grades received will be shown on the transcript, but the course may be counted only one time for credit. For purposes of determining the grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. If a student fails a course previously passed, the credit originally earned will not be lost.

Probation

A student is responsible at all times for knowing his or her academic standing. Any student who at the end of the fall semester does not have the grade average normally required for continuation at the end of the following spring semester is automatically on academic probation.

Any student who is placed on probation because of honor system or conduct code violations is placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, as, for example, by failing to attend class regularly or to complete papers, examinations, or other work on time. The Committee will suspend at the end of any semester any student who has earned no more than eight grade points in

courses other than Military Science 111, 112, 113, 114, 115, 116, 211, 212, 251, 252; Music 111–113 (ensemble courses); and elective 100-level courses in health and sport science.

If a student's poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the appropriate academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit an exception to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor system or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor system is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

Requirements for Continuation

Each student is expected to be aware at all times of his or her academic status and to be responsible for knowing whether he or she has met the University's minimum academic requirements for continuation as outlined below.

On the basis of their cumulative records at the end of the spring semester, those students are academically ineligible to enroll for the following fall (1) who have attempted fewer than 54 credits in all colleges and universities attended and have a grade point average of less than 1.35 on work attempted for a grade in the College or the School of Business and Accountancy; (2) who have attempted as many as 54 but fewer than 98 credits in all colleges and universities attended and have a grade point average of less than 1.65 on work attempted for a grade in the College or the School of Business and Accountancy; (3) who have attempted as many as 98 but fewer than 135 credits in all colleges and universities attended and have a grade point average of less than 1.85 on all work attempted for a grade in the College or the School of Business and Accountancy; (4) who have attempted 135 credits or more in all colleges and universities attended and have a grade point average of less than 1.90 on work attempted for a grade in the College or the School of Business and Accountancy. Non-credit courses, courses taken Pass/Fail, and CLEP and advanced placement credit are not computed in the grade point average. (For the purpose of determining eligibility for graduation, the grade point average is computed on all work attempted in Wake Forest College and the School of Business and Accountancy, and is also computed on all work attempted in all accredited colleges and universities.)

Students who at the end of the spring semester have not met the above conditions to continue in the following academic year may—unless they are ineligible for other reasons—attend the first summer term. If successful in raising the grade point average to the required minimum, they may enroll for the following fall semester. Students may attend the second summer term if unsuccessful in the first, and if

successful they may enroll for the following spring semester. If unsuccessful in meeting the minimum requirements by the end of the second summer term, the student may apply for readmission no earlier than the following summer session.

Under unusual circumstances and after consultation with the appropriate dean, the student may petition the Committee on Academic Affairs for an exception to the foregoing eligibility requirements.

The Committee on Academic Affairs may suspend at the end of any semester or term any student whose record for that term has been unsatisfactory, particularly with regard to the number of courses passed and failed, or any student who has not attended class regularly or has otherwise ignored the rules and regulations of the College or the School of Business and Accountancy.

A student who has or develops a health problem which in the judgment of the director of the Student Health Service creates a danger to the safety and well-being of the student or others may be required to withdraw until the problem is resolved.

Requirements for Readmission

A student seeking consideration for readmission to the College must be in good standing and must meet the minimum academic requirements for continuation. However, a student who has not met the requirements (1) may apply for admission to the summer session only, (2) may apply for readmission after an absence from the College of at least a year and a half, (3) may apply for readmission after less than a year and a half if enrolled in another college or university, or (4) may apply for readmission if the failure to meet minimum requirements was due to circumstances over which the student clearly had no control.

When applications for readmission to the College are considered, both academic and non-academic criteria will be taken into account. Non-academic grounds for possible denial of readmission may include convictions for violations of the College's honor system or social conduct code, for violations of the law, and other behavior demonstrating disrespect for the rights of others. If a student is readmitted, the Committee on Academic Affairs may impose on that student conditions designed to promote academic progress. The conditions may include but are not limited to the following: a reduced course load, choice of courses approved by one of the appropriate academic deans, and a specified number of courses satisfying basic and divisional requirements.

Summer Study

Courses taken in the summer at another college or university require the advance approval of the head of the department concerned and the registrar. Courses taken elsewhere on the semester-hour plan are computed as transfer credit at 1.125 credits for each approved semester hour.

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work satisfactorily completed elsewhere must obtain faculty approval, preferably in advance. Students should be aware that the minimum grade point average (2.0) for graduation is computed on all work attempted in Wake Forest College and the School of Business and Accountancy, and is also computed on all work attempted in all accredited colleges and universities.



Scholarships and Loans

Any student admitted to Wake Forest College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at 7305 Reynolda Station, Winston-Salem, North Carolina 27109. Scholarships supported by funds of the undergraduate schools are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled as an undergraduate or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Full-time students are eligible to apply for federal funds. Half- and part-time students are eligible to apply for limited institutional funds.

Need is a factor in the awarding of most financial aid, and each applicant must file a financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships determines aid awards, and aid is credited, by semester, to the student's account in the office of the controller. The Committee on Scholarships reserves the right to revoke financial aid for unsatisfactory academic achievement or for violation of University regulations or federal, state, or local laws. To be eligible for renewal of aid, a student must remain enrolled on a normal full-time basis and be in good standing, making satisfactory progress toward a degree. The committee does not award institutional scholarships to students earning less than a 2.0 grade average on all work attempted at Wake Forest.

Scholarships

The Reynolds Scholarships are awarded each year to five extraordinarily capable men and women entering the College as first-year students. Made possible through a grant from the Z. Smith Reynolds Foundation in honor of Nancy Susan Reynolds, these scholarships cover the cost of tuition, room, and board, and include an allowance for books and personal expenses. Scholars may receive up to \$1,500 each summer for travel or study projects approved by the Reynolds Committee. The Reynolds Scholarships are awarded without regard to financial need and will be renewed annually through the recipient's fourth year of college, subject to satisfactory performance. A separate application is required.

The O. W. Wilson Scholarship, created under the will of O. W. Wilson of Yancey County, North Carolina, is awarded to an individual who demonstrates outstanding qualities of intellectual promise and leadership. The scholarship has a value equivalent to annual tuition and provides summer grant opportunities to encourage individual study projects. No separate application is required.

The Doctor George E. and Lila C. Bradford Fund awards a full tuition renewable academic scholarship annually to a student possessing outstanding leadership and aptitude who intends a pre-medical course of study. No separate application is required.

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, North Carolina, have an annual value ranging from a minimum stipend of \$2,500 to a maximum stipend of \$10,200, with awards for more than \$2,500 determined on the basis of need. Each scholar may apply for at least one summer grant of up to \$1,000 to fund travel and study projects of the student's design. A Carswell scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to forty scholars are selected annually. A separate application is required.

The Alumni Scholarships, established by the University's alumni, award twenty renewable \$2,500 scholarships on the basis of exceptional talent and leadership. Candidates must be students who will enrich and add to the diversity of life at Wake Forest through their special talents in the areas of the fine arts (including music, art, theatre, dance, film, and other arts), debate and public speaking, writing, leadership, public service, and entrepreneurial achievement. A separate application is required by December 1.

The Wake Forest Minority Scholarships, established by endowment from the University's Sesquicentennial Fund and gifts from the Z. Smith Reynolds Foundation, recognize the outstanding achievements of minority students and are awarded each year to entering freshmen who demonstrate academic promise and leadership potential. Wake Forest Minority Scholarships include seven full tuition scholarships and three \$2,000 per year scholarships. All scholarships are renewable annually through the recipient's fourth year. Awards are made without regard to financial need. A separate application is required.

The George Foster Hankins Scholarships for Freshmen, made possible by the late Colonel George Foster Hankins of Lexington, North Carolina, for residents of North Carolina or children of alumni living in other states, with preference given to residents of Davidson County, North Carolina, have an annual value of up to \$10,200. Recipients must demonstrate need as well as academic promise. A separate application is required.

The George Foster Hankins Scholarships for Upperclassmen for students who have been enrolled for at least one semester, with preference given to applicants from Davidson County, North Carolina, vary in value according to need. No separate application is required.

For all scholarships listed below, there is no separate application required except where noted. Students who complete the normal application for financial aid, including the Wake Forest application and an FAF (Financial Aid Form), will be considered for appropriate scholarships.

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a freshman from the Piedmont area of North Carolina who is majoring in chemistry. The scholarship has a value of \$2,000 and is awarded on the basis of need.

The Charles I. and Louise Allen Scholarship Fund, established under the will of Louise Lambeth Allen, is awarded on the basis of ability and need to a student who may be interested in pursuing a medical career.

The Alpha Phi Omega Scholarship, established by the Kappa Theta Chapter of Alpha

Phi Omega, is made available in alternate years to a freshman who presents evidence of need and an excellent high school record. It has a minimum value of \$200.

The Camillo Artom Fund for Italian Studies was established in 1976 in honor of Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well-qualified students who can demonstrate need are eligible to apply. (Interested persons should apply in the office of the provost.)

The George M. and Daisy Olive Beavers Scholarship Fund, donated by Lydia Beavers in memory of her parents, is for one scholarship awarded on the basis of leadership, good citizenship, and excellence of character.

The Robert D. Bridger Jr. Scholarship, donated by George R. Bridger in honor of his father, is made to a senior major in the School of Business and Accountancy. Selection of the recipient is based on demonstrated academic ability and financial need, with preference given to students from Bladen County or southeastern North Carolina.

The Claude U. Broach Scholarship is awarded to a freshman or upperclassman with preference given to students from the St. John's Baptist Church of Charlotte, North Carolina.

The J. Melville and Alice W. Broughton Scholarship Fund, established in honor of Governor, Senator, and Wake Forest Trustee J. Melville Broughton and his wife, Alice W. Broughton, by the Broughton family of Raleigh, North Carolina, awards one scholarship annually to a North Carolina student on the basis of academic ability and financial need.

The Eliza Pratt Brown Scholarship, donated by the late Junius Calvin Brown of Madison, North Carolina in honor of his wife Eliza Pratt Brown, is used to assist needy, worthy, and deserving students from North Carolina, with preference given to students from the town of Madison and Rockingham County, for a maximum of \$2,000.

The Dean D. B. Bryan Memorial Scholarship Fund was established in honor of D. B. Bryan, dean of Wake Forest College from 1923 to 1957. It awards a partial or full tuition scholarship to a student who plans to pursue a career in education, and who demonstrates financial need and academic ability. The recipient must pledge to work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The J. G. Carroll Memorial Athletic Scholarship, donated in memory of J. G. Carroll, former associate professor of mathematics, is made to a deserving athlete who is not on a regular athletic scholarship, for a value of approximately \$100.

The James Lee Carver Scholarship, donated by Jean Freeman Carver with her children James Lee Carver II and Elizabeth Jeanine Carver in memory of her husband James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, North Carolina, for a value of approximately \$300.

The J. D. Cave Memorial Scholarship is awarded to a North Carolina male student who demonstrates strong character, a willingness to grow intellectually, and evidence of need, for an approximate annual value of \$600.

The Neal M. Chastain Memorial Scholarship, established by June Booth of Charlotte in

memory of her son, is awarded to a senior business major exhibiting Christian ideals and good academic achievement.

The College Scholarships, in the amount of \$100 to \$6,000 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

The Jennifer Rose Cooke and Laura Elizabeth Scales Memorial Scholarship, established by Charles H. Cooke of Oklahoma City, Oklahoma in memory of the daughters of Charles H. and Edith Cooke and James Ralph and Betty Scales, has a minimum stipend of \$4,000 and is awarded on the basis of academic ability and commitment to serve in the field of international relations. Application is made to a special committee.

The William Henry Crouch Scholarship for ministerial students has been established by the Providence Baptist Church of Charlotte, North Carolina in honor of its pastor. The scholarship is valued at \$3,000 per year and is available for a North Carolina Baptist ministerial student or students based upon merit or need.

The O. B. Crowell Memorial Scholarship Fund, donated by Louise T. Crowell of Hendersonville, North Carolina in memory of her husband O. B. Crowell, is awarded on the basis of character, need, and promise, for a value of approximately \$600.

The Gary Franklin Culler Scholarship Fund, donated in memory of Gary Franklin Culler, is awarded on the basis of academic ability and outstanding leadership potential, with preference given to students from High Point, North Carolina, for a value of approximately \$700.

The Eleanor Layfield Davis Scholarship Fund awards a scholarship to a student with interest and ability in studio art, who has been recommended by the chairperson of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The Thomas H. Davis Business Scholarship, established by employees of Piedmont Aviation Inc. in honor of its founder and retired chairman, is awarded to a senior business major based on academic achievement, financial need, and potential for business leadership.

The J. B. Dickinson Jr. Scholarship, donated by Bonders Inc. of Dunn, North Carolina in memory of John Brewer Dickinson Jr., is awarded to a rising senior accounting major on the basis of academic excellence and professional promise.

The Lecausey P. and Lula H. Freeman Scholarship, donated by Mr. and Mrs. G. H. Singleton of Raleigh, North Carolina in memory of the parents of Mrs. Singleton, is available to a freshman, sophomore, or junior whose home is within the West Chowan Baptist Association of North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship, which is renewable on the basis of need and ability except for the senior year, for a value of approximately \$200.

The Charles A. Frueauff Scholarships are provided annually by the Charles A. Frueauff Foundation for middle-income students who live outside North Carolina. Amounts vary according to need, up to \$1,500.

The F. Lee Fulton Scholarship Fund, established by friends and associates of F. Lee Fulton, is awarded on the basis of leadership, citizenship, moral character, academic ability, and need.

The Gaddy Scholarship Fund awards a need-based scholarship each year to a North Carolina student, with preference given to residents of Anson, Union, and Wake counties.

The Lewis Reed Gaskin Scholarship Fund, established by E. Reed Gaskin and Jean H. Gaskin in honor of Lewis Reed Gaskin, is awarded to a freshman or upperclassman with preference given to a pre-medical student. The award shall be made on the basis of academic ability and potential as a physician. Recipients shall be known as Lewis Reed Gaskin scholars.

The David Eugene and Beulah B. Gatewood Scholarship in Accountancy, given by Beulah B. Gatewood in honor of her husband, is awarded to an undergraduate accounting major based on academic merit and financial need.

The A. Royall Gay Scholarship is awarded on the basis of scholarship, character, and high ideals to a graduating senior from Youngsville High School.

The James W. Gill Scholarship, donated by Ruth R. Gill in memory of her husband James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince Georges counties, Maryland, for a value of approximately \$600.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with slight preference given to students from Halifax County, North Carolina.

The Wallace Barger Goebel Scholarship, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference given to a student with an interest in history, and third preference to a student enrolled in the pre-medical program, for a value of approximately \$400.

The Stanley McClayton Guthrie Scholarship Fund awards one scholarship each year to a needy student, with preference given to students from Halifax County, Virginia.

The Fuller Hamrick Scholarship, created under the will of the late Everett C. Snyder of Wake Forest, North Carolina in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, North Carolina, for a value of approximately \$550.

The George G. and Georgeine M. Harper Charitable Trust awards scholarships of varying stipends annually to students with high academic potential and financial need, with preference to a North Carolinian.

The Margaret S. Hasty Memorial Scholarship Fund, established by Judge Fred H. Hasty in memory and honor of his beloved wife, is for one or more female undergraduate students with good academic ability and financial need. The scholarship is renewable if the student places in the upper third of her class.

The Frank P. Hobgood Scholarship, donated by Kate H. Hobgood of Reidsville, North Carolina in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for the residents of the Reidsville, North Carolina area recommended by the deacons of the First Baptist Church of Reidsville, and for a value of \$500.

The W. D. and Alberta B. Holleman Memorial Scholarship Fund, established by Robert

D. Holleman in memory of his parents, is awarded on the basis of academic ability, need, Christian commitment, and leadership to a student from Durham County with the advice and counsel of the minister of the Brasstown Baptist Church of Durham, North Carolina.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford counties, North Carolina, and to members of the Delta Nu Chapter of Sigma Chi fraternity.

The Jones-Holder Business Scholarship Fund, awarded upon the recommendation of the dean of the School of Business and Accountancy, recognizes a rising senior business major who has demonstrated a high level of achievement.

The George W. Kane Scholarship, established by the George W. Kane Company in honor of George W. Kane, former member of the Wake Forest College Board of Visitors, is awarded on the basis of academic merit and need to students interested in pursuing a degree in business or accountancy.

The J. Lee Keiger Sr. Scholarship is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the ALLTEL-Carolina Telephone Company service region, for a value of \$750.

The Sarah C. and C. A. Kent Scholarships are awarded to freshmen and upperclassmen on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately \$800.

The Charles L. Little Scholarship Fund, established by Charles L. Little, is given to upperclass students. Preference is given to pre-medical students from Anson County and immediately adjacent counties in North Carolina who provide satisfactory evidence of a willingness to give serious consideration to practicing medicine in Wadesboro, or Anson County, North Carolina.

The James C. Mason Scholarship Fund, created under the will of Oscar W. McManus of Laurinburg, North Carolina, is awarded to a worthy student for an annual value of approximately \$900.

The Burke M. McConnell Management Excellence Scholarship, established by Pace Communications, Inc. of Greensboro, is given to the senior in the School of Business and Accountancy who holds the highest grade point average for his or her first three years at the University.

The Wilma L. McCurdy Memorial Fund Scholarship is awarded on the basis of character, academic standing, and need, in the amount of \$750 per academic year. Application must be made annually.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student for a value of approximately \$125.

The McGladrey, Hendrickson, & Pullen Scholarship, granted by the public accounting firm, McGladrey, Hendrickson, & Pullen, is awarded to a senior accounting major

designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, has a value of \$750.

The Robert Lee Middleton Scholarship, donated by Sarah Edwards Middleton of Nashville, Tennessee in memory of her husband, is awarded on the basis of character, purpose, intelligence, and need, with preference given to the student planning to enter the field of literature, accounting, teaching, or the gospel ministry or other full-time religious work.

The Mildred Bronson Miller Scholarship Fund, donated by Mildred B. Miller of Atlanta, Georgia, is awarded to students on the basis of leadership, dedication, competitiveness, and citizenship.

The Hiram Abif Myers III Scholarship Fund, established in memory of Hiram Abif ("Bif") Myers who died early in his freshman year at Wake Forest, awards one scholarship to a senior from Roswell High School, Roswell, Georgia, who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, North Carolina in memory of his parents John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance, for a value of \$200.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to attend college, for a value of from \$200 to \$1,500 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Benjamin Wingate Parham Scholarship, donated by Kate J. Parham of Oxford, North Carolina in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, North Carolina, make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

The William Louis Potcat Scholarships, valued at \$2,500 per year, are available to eleven freshmen, one from each Congressional District of North Carolina. To be eligible a student must be an active member of a Southern Baptist Church in North Carolina, must be likely to make a significant contribution to church and society, and must be appreciative of the quality of education available at Wake Forest University. A separate application is required by December 15.

The H. Ray Pullium Scholarship Fund, established by Mrs. H. Ray Pullium in honor of her husband, is awarded on the basis of ability and need. Preference is given to students from North Carolina Baptist Children's Homes.

The Kenneth Tyson Raynor Scholarship, donated by friends of the late Kenneth Tyson Raynor, professor of mathematics, is awarded annually by the mathematics faculty.

The award is made on the basis of academic ability to an individual majoring in mathematics who has achieved junior standing.

The Kate B. Reynolds Memorial Scholarships, donated in memory of Kate B. Reynolds, are for residents of Forsyth County, North Carolina who, without financial aid, would be unable to obtain education beyond high school. At least four scholarships are awarded, with a value up to \$2,400.

The Reserve Officers' Training Corps (ROTC) Scholarships, made available by the US Army, are awarded for academic and personal achievement. The four-, three-, and two-year scholarships, each with an annual value of more than \$8,000, cover tuition, fees, books, and classroom materials. A monthly stipend of \$100 is also given during the academic year. Recipients must participate in the ROTC program and maintain satisfactory academic progress. Four-year scholarships must be applied for in the junior or senior year of high school. Other scholarships must be applied for through the department of military science, Wake Forest University. Some preference is given to students of biology, chemistry, mathematics, and physics. Two-year scholarships for rising juniors are also available on the basis of academic accomplishment and outstanding performance at the six-week ROTC Basic Camp.

The Franklin R. Shirley Debate Scholarship, established in honor of the late Franklin R. Shirley, professor emeritus of speech communication, is awarded to a student who has debate experience and who successfully participates in the University's debate program.

The James F. Slate Fund provides an annual scholarship or loan to a student who plans a ministerial career. It is renewable upon evidence of a continuing need and interest in the ministry.

The Robert Forest Smith III Scholarship Fund, donated by the Rev. Mr. and Mrs. Robert Forest Smith Jr. and other citizens of Hickory, North Carolina in memory of Robert Forest Smith III, is awarded to an entering freshman who qualifies on the basis of need and on distinction in high school government, with preference given to those who plan to enter government service, and with strong preference given to students exemplifying positive Christian principles, for a value of \$1,000.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County, for a value of \$2,000.

The John Belk Stevens Scholarship in Business, donated by the Belk Foundation in honor of John Belk Stevens, is given to senior business majors with particular interests in retailing or marketing and is based on academic merit and financial need.

The Edna and Ethel Stowe Scholarship is awarded to a freshman or an upperclassman, with preference given to female students who have a physical handicap.

The J. W. Straughan Scholarship, donated by Mattie, Mable, and Alice Straughan in memory of their brother J. W. Straughan of Warsaw, North Carolina, with preference given to students from Duplin County, North Carolina who are interested in pursuing a medical career, especially in the field of family practice, is for those who need financial assistance to continue their education.

The Gilbert T. Stephenson Scholarship, established by Grace W. Stephenson in memory of her husband, is awarded on the basis of ability and need to a student from Kirby Township or Northampton County, North Carolina.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship, donated by Charles L. Sykes and Ralph J. Sykes in memory of their mother and father, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to freshmen from North Carolina, renewable for a value of approximately \$400.

The Harold Wayland and Nelle Futch Tribble Scholarship Fund, established to honor President Emeritus and Mrs. Tribble, provides a scholarship to students enrolled in the College who demonstrate superior academic ability.

The Tyner-Pitman Scholarship Fund, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, North Carolina, with preference given to deserving students of Union County, have a value of up to \$1,200.

The James Bennett Willis Scholarship Fund, established by James B. Willis of Hamlet, North Carolina, gives preference to North Carolina Baptist students interested in the ministry and Christian education. It is awarded on the basis of need.

The Maria Thornton and Miriam Carlyle Willis Scholarship Fund, established by James B. Willis in memory of his wife and daughter, gives preference to North Carolina Baptist students who are interested in all phases of the ministry of music. It is awarded on the basis of need.

The Charles Littell Wilson Scholarship, created under the will of Jennie Mayes Wilson in memory of her husband Charles Littell Wilson, is for a freshman, with a value from \$200 to \$600.

The O. W. Wilson-Yancey County Scholarships, created under the will of O. W. Wilson of Yancey County, North Carolina, are awarded to students from Yancey County who have excellent academic records and who demonstrate need.

The Matthew T. Yates Scholarship Fund awards scholarships to the children of missionaries of the Foreign Mission Board of the Southern Baptist Convention on the basis of merit and need. The applicant must notify the office of financial aid of his or her eligibility to be considered for this award.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William L. Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability, for a value of approximately \$500.

Federal Financial Aid Programs

The Federal Government, through the Department of Education, sponsors five programs to help pay college costs. These programs are Pell Grants, Supplemental Education Opportunity Grants (SEOG), College Work/Study, National Direct Student Loans (NDSL), Guaranteed Student Loans (GSL), and Parent Loans for Undergraduate Students (PLUS). To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress. (See the statement in bold face on page 56). The five programs are outlined as follows:

Pell Grants are federal funds awarded to undergraduate students with exceptional

financial need who require these grants to attend college, for a value of from \$150 to \$2,300 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college and who show academic or creative promise, for a value from \$200 to \$2,000 a year. The amount of financial assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The College Work/Study Program makes on-campus employment available to students who show evidence of financial need. Students work during the academic year for campus minimum wage or above, at an average of ten to fifteen hours per week in the Z. Smith Reynolds Library, Reynolda Hall, Student Union, Reynolda Gardens, and other places on campus.

The Carl D. Perkins National Direct Student Loan Program makes available loans for students in need of financial assistance with an interest rate of 5 percent. These are examples of typical repayment schedules:

Aggregate Loan	Quarterly Payments	Amount of Payment	Total Interest Paid	Total Payment
\$2,500	35	\$ 90.00	\$ 590.22	\$3,090.22
5,000	40	159.61	1,384.27	6,384.27
7,500	40	239.41	2,076.44	9,576.44

Aggregate undergraduate sums may not exceed \$4,500 for the first two years or \$9,000 for four years, but may be extended to \$18,000 for those who also borrow for graduate or professional study, with an interest rate of 5 percent.

The Guaranteed Student Loan Program makes available loans up to \$2,625 for the first two years of undergraduate study and \$4,000 for subsequent undergraduate study. Aggregate undergraduate sums may not exceed \$17,250, but may be extended to \$54,750 for those who also borrow for graduate or professional study. The maximum loan per year for graduate students is \$7,500. Loans are insured by the federal government or guaranteed by a state or private non-profit guarantee agency. The federal government pays the 9 percent interest during in-school and grace periods. Application and information may be obtained from state guarantee agencies or from the appropriate regional office of the United States Office of Education.

The North Carolina Insured Student Loan Program makes available loans up to \$2,625 for the first two years of undergraduate study and \$4,000 for subsequent undergraduate study for legal residents enrolled full-time. Aggregate undergraduate sums may not exceed \$18,000, but may be extended to \$54,750 for those who also borrow for graduate or professional study. The maximum loan each year may not exceed \$2,625 for undergraduates or \$7,500 for graduate or professional students. Loans are insured by the North Carolina State Education Assistance Authority and are processed by the College Foundation. Under certain conditions the United States Office of Education pays the 9 percent interest during the in-school and grace periods.

Financial aid under the Federal Title IV Program is available to eligible students enrolled in a course of study leading to a degree. The normal time in which the course should be completed is four years. Federal regulations specify that the student maintain satisfactory progress in order to receive federal financial aid. Satisfactory progress is defined as meeting the University's minimum academic requirements for continuation, outlined as follows: On the basis of cumulative records at the end of the spring semester, students are academically ineligible to enroll for the following fall (1) who have attempted fewer than 54 credits with a grade point average less than 1.35, (2) who have attempted as many as 54 but fewer than 98 credits with a grade point average of less than 1.65, (3) who have attempted as many as 98 but fewer than 135 credits with a grade point average of less than 1.85, or (4) who have attempted 135 credits with a grade point average of less than 1.90. Students who do not meet the minimum requirements at the end of the spring semester may be allowed to continue with the permission of the Committee on Academic Affairs. Such students may be granted federal financial aid for a period of one additional semester. Failure to bring the grade point average to the stated minimum will result in termination of all federal financial aid.

Exchange Scholarships

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent who has junior standing by the end of the semester in which application is made, but who need not be a German major. It provides 750 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 250 marks per month for rent. (Interested students should communicate with the chairman of the department of German and Russian.)

The Spanish Exchange Scholarships are available for study at the University of the Andes in Bogotá, Colombia, and at the University of Salamanca in Spain. The Bogotá scholarship may be awarded to two students for one semester's study each or to one student for two semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Scholarships provide remission of fees and the cost of books, board, and accommodations. (Interested students should communicate with the chairman of the department of Romance languages.)

The French Exchange Scholarships, established with the University of Dijon, France, is available to a graduating senior, who receives a graduate teaching assistantship at a lycée in Dijon for two semesters. (Interested students should communicate with the chairman of the department of Romance languages.)

Loans

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled full-time for a value of up to \$7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of 1 percent during the in-school and grace periods and 7 percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, North Carolina, is for needy students.

The Council Fund, established in 1935 by C. T. Council of Durham, North Carolina, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, North Carolina, is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding \$2,500 each year and \$10,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Birdie Dunn of Wake County, North Carolina in memory of her mother, is for needy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, North Carolina.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to the former bursar.

The Friendly Student Loan Fund, established in 1948 by Nell E. Stinson of Raleigh, North Carolina in memory of her sister Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of George Foster Hankins of Lexington, North Carolina, gives preference to applicants from Davidson County, North Carolina.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel, North Carolina in memory of his first wife Lucy Shearon Harris and his second wife Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance to prevent the disruption of their education.

The Edna Tyner Langston Fund, established in 1942 by Henry J. Langston of Danville, Virginia in memory of his wife, is available to a student agreed upon by the donor and the College.

The Watts Norton Loan Fund, established in 1949 by L. Watts Norton of Durham, North Carolina, is for worthy students enrolled in the department of religion who need financial assistance.

The Powers Fund, established in 1944 by Frank P. Powers of Raleigh, North Carolina in memory of his parents Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by J. G. Raby of Tarboro, North Carolina in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County, North Carolina, is available for ministerial students who have been licensed to preach.

Concessions

North Carolina Legislative Tuition Grants. The North Carolina General Assembly provides yearly grants to all legal residents of North Carolina. To be eligible a student must be enrolled for at least fourteen credits each semester (by the tenth day of

classes) and complete a Residency Form 100. The student must not have received a bachelor's degree previously. To receive the grant, the student must also complete an NCLTG application and return it to the financial aid office.

Ministerial students receive an \$800 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus 4 percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive an \$800 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist Foreign Mission Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a \$150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

Other Financial Aid

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the church on the recommendation of the music committee of the church and the department of music, for the value of \$300. (Interested students should communicate with the chairwoman of the department of music.)

The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to pre-ministerial students on a loan or grant program on the basis of merit and need, and, particularly in the case of grants, academic achievement.

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. (Interested students should communicate with the office of career planning and placement.)

Veterans' Benefits are administered by the Office of the Veterans' Administration in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished the students, veterans and non-veterans alike, at the end of each scheduled school term.

Outside Assistance

Students who apply for financial aid from Wake Forest must advise the College if they receive any assistance from outside organizations, including but not limited to National Merit or Achievement Scholarships; College Scholarship Service-sponsored scholarships; local, state, and national scholarship and loan programs. This outside assistance will be considered when the financial aid award is calculated.

Special Programs

For students of special ability or interest and for students who can take advantage of off-campus study opportunities, the College offers a variety of programs. These are in addition to programs that combine study in the College with work in a number of pre-professional curricula as described in this bulletin.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the Honors Program, students participate in three or more honors seminars during the freshman, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of 3.0 in all work, a student may be graduated with "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary from one department to another.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum a limited number of students is selected before or during the freshman year by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the degree is designed by the student and his or her adviser.

Residential Language Centers

For students prepared to speak French, German, or Spanish on a regular basis with other students studying the same language, the University offers residential language centers coordinated by members of the Romance languages department and the German and Russian department. Such students attend regular classes on the campus. Organized social and conversational programs also are available in Italian and Russian.

Foreign Area Studies

The Foreign Area Studies program enables students who wish to do so to choose

an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 68.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered at the other. An application must be approved by the academic adviser and the dean of the College or the dean of the School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

Opportunities for Study Abroad

London

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example Art 2320: *English Art, Hogarth to the Present*, and History 2260: *History of London*, in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates sixteen students. Further information may be obtained in the office of the provost.

Venice

For students wishing to spend a semester in Italy, a program of study is available at Casa Artom, the University's residential center on the Grand Canal in Venice. Under various members of the faculty, approximately twenty students focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693: *Venetian Renaissance Art*, Italian 2213: *Spoken Italian*, and other courses offered by the faculty member serving as director.) Students selected for the Venice program are normally required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Further information may be obtained in the office of the provost.

France

For students wishing to study in France, arrangements are made for a semester's instruction at the University of Dijon. Under a faculty residential adviser from the department of Romance languages, courses are taken at the University of Dijon by student groups of varying levels of preparation. (A major in French is not required, but French 221 or its equivalent is recommended.)

Spain

For students wishing to study in Spain, arrangements are made for a semester's instruction at the University of Salamanca. Under a faculty residential adviser from

the department of Romance languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (A major in Spanish is not required, but Spanish 221 or its equivalent is recommended.)

India

For students who can spend a semester in India, arrangements are made for instruction in an Indian college or university and travel in the country for a period of about three months. (Written approval from the dean of the College is necessary for fulfilling basic, divisional, or major requirements.)

Independent Study

For students who wish to spend one or more semesters in an approved college or university abroad, arrangements must be made with the head of the department of the major and the dean of the College, and an approved application for study abroad must be filed with the registrar. Up to thirty-six credits for a full-year program may be granted by the College upon satisfactory evaluation of the work taken, but this credit is not guaranteed. Students in programs other than those offered by Wake Forest must apply for readmission to the University. Credit is computed as transfer credit at 1.125 credits for each approved semester hour taken abroad.

In addition, the Independent Study Program of the Experiment in International Living is recognized by the College. To participate in this program a student must be regularly enrolled and plan to return to the College after study abroad, and arrangements must be made with the chairperson of the department of the major and the dean of the College. Up to fourteen credits for a one-semester program may be granted upon evidence of satisfactory completion of work taken, but this is subject to evaluation by the dean of the College.

Students may seek assistance with choosing an overseas program in the office of the dean of the College.



Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the Bachelor of Arts and Bachelor of Science degrees. The Bachelor of Arts degree is conferred with a major in anthropology, art, chemistry, classical studies, economics, English, French, French-Spanish, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, sociology, Spanish, or speech communication and theatre arts. The Bachelor of Science degree is conferred with a major in biology, chemistry, computer science, health and sport science, mathematical economics, mathematics, or physics. The Bachelor of Arts degree is available with a major in intermediate education or education with a state teacher's certificate in social studies, and the Bachelor of Science degree is available with a major in education with a state teacher's certificate in science. The Bachelor of Science degree may be conferred in combined curricula in dentistry, engineering, forestry and environmental studies, medical sciences, medical technology, microbiology, and the physician assistant program. The School of Business and Accountancy offers undergraduate programs leading to the Bachelor of Science degree with a major in accountancy or business. (See page 187 of this bulletin.)

A student who receives the Bachelor of Arts or Bachelor of Science degree may not thereafter receive the other of the two degrees.

General Requirements

Students in the College have considerable flexibility in planning their course of study. Except for two semesters of required health and sport science courses, only three specific courses are required, one in English composition and two in a foreign language. To complete preparation for more specialized work in a major field or fields, students select three courses in each of the four divisions of the undergraduate curriculum: (1) literature and the arts; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; and (4) the social and behavioral sciences. Normally the basic and divisional requirements are completed in the freshman and sophomore years and the requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses for a total of 144 credits. No more than sixteen credits toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-123 (ensemble courses); and elective 100-level courses in health and sport science.

All students must earn a C average on all work attempted at all colleges and universities. Of the 144 credits required for graduation, at least 72 must be completed in the undergraduate schools of Wake Forest University, including the work of the senior year (except for combined degree curricula).

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, provided that course work is completed within six years of entrance. After six years, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless exempted through procedures established by the departments concerned):

English 110 (composition) or 112 (composition and literature)

Foreign language 153 (intermediate level)

Foreign language (literature)

French 213, 214, 216, 217, or the equivalent

Spanish 215, 216, 217, 218, or the equivalent

Italian 215, 216, or the equivalent

German 215 or 216

Russian (any literature course)

Greek 211 or 212

Latin 211, 212, or 216

Hebrew 211

Hindi 211

No credit is given for any language course below the one recommended by the department on the basis of the placement test unless the student is given permission to earn such credit by the Language Placement Appeals Board.



Divisional Requirements

All students must complete three courses in each of the four divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements or by participation in the open curriculum):

Division I. Literature and the Arts (three courses; not more than one course from any one of the four groups)

1. English literature (English 160 or 165)
2. American literature (English 170 or 175)
3. Foreign literature (other than the one used for the basic requirement)
 - Classical languages
 - Greek 211, 212, 231, 241, or 242
 - Latin 211, 212, 216, 221, 225, or 226
 - Classics 253, 254, 263, 264, 265, or 272
 - German 215 or 216
 - Romance languages (French, Italian, or Spanish literature)
 - Russian literature
 - Humanities 213, 214, 215, 216, 217, or 218
4. Fine Arts
 - Art 103 or 111
 - Music 101, 102, 181, or 182
 - Theatre Arts 121

Division II. The Natural Sciences and Mathematics (three courses, selected from two of the four groups)

1. Biology 111, 112, 212
2. Chemistry 108, 111, 112 (unless advanced preparation indicates a higher course; if one course, 108 or 111; if two courses, 111, 112)
3. Physics 101, 111, 112, 113, 114, 121, 122 (Physics 101 may not be paired with any other physics course)
4. Mathematics 108, 109, 111, 112, 117, Computer Science 173 (any one; if two, the pair must include 108 or 111 but not both)

Division III. History, Religion, and Philosophy (three courses; no more than one course from each group)

1. History 101 or 102
2. Religion (any 100-level course)
3. Philosophy 111, 171, or 172

Division IV. The Social and Behavioral Sciences (three courses, no more than one from any one department)

1. Anthropology 151 or 152
2. Economics 150
3. Politics 113, 114, 115, or 116
4. Psychology 151
5. Sociology 151

Requirement in Health and Sport Science

All students must complete Health and Sport Science 111 and one additional course selected from the 100-series of health and sport science courses. The requirement must be met before enrollment in additional health and sport science elective courses, and in any case before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is checked during the orientation period each term, and students whose writing is deficient are given a *composition condition*. For removal of a *composition condition* the student is required to attempt English 11 **during the first semester for which he or she registers following the assignment of the *cc***. Removal of the deficiency is prerequisite to graduation.

Basic and Divisional Requirements

The basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the freshman and sophomore years.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

Declaring a Major

To enter upon a major, a student should have earned at least sixty credits. The normal time for reaching this point is the end of the second semester of the sophomore year. Thirty days before the end of the sophomore year each student who will have attained the requisite credits by the end of the semester or the end of the summer school is required to indicate to the registrar and to the department or departments concerned the selection of a major for concentration during the junior and senior years. Before this selection is recorded by the registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the dean of the College a written statement indicating the reason(s) for the rejection.

If thirty days before the end of the sophomore year a student sees that he or she

will begin the fifth semester without attaining sixty credits, he or she should consult the registrar's office about the proper course to follow.

A student wishing to major in business or in accountancy should make application to the School of Business and Accountancy. (See page 187 of this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the beginning of the junior year a student may not change from one major to another without the approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University. Students preparing for the ministry are advised to elect three courses in religion beyond the course included in the divisional requirements.

The following fields of study are recognized for the major: accountancy, anthropology, art, biology, business, chemistry, classical studies, computer science, economics, education, English, French, French-Spanish, German, Greek, health and sport science, history, Latin, mathematical economics, mathematics, music, philosophy, physics, politics, psychology, religion, sociology, Spanish, and speech communication and theatre arts.

Maximum Number of Courses in a Department

Within the College, a maximum of 48 credits in a single field of study is allowed within the 144 credits required for graduation. Fifty-six credits toward graduation are allowed in any department authorized to offer two fields of study or more.

These stipulations exclude required related courses from other departments. They further exclude, for students majoring in English, English 110 and 112; for students majoring in mathematics and minoring in computer science, Mathematics 111 and 112; and, for students majoring in a foreign language, elementary courses in that language. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

For purposes of satisfying graduation requirements a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a minor, (4) a double major. *In addition to the options above, a student may complete the requirements of a foreign area studies program.*

Double Majors and Joint Majors

A student may major in two departments in the College with the written permis-

sion of the chairperson of each of the departments and on condition that the student meets all requirements for the major in both departments. For administrative purposes, the student must designate one of the two fields as the primary major, which appears first on the student's record.

A joint major consisting of fifty-six credits in two fields of study is available in classical studies, in mathematical economics, and in French-Spanish.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art, biology, chemistry, computer science, educational studies, professional education, English, French language and culture, French literature, German, Greek, health and sport science, history, Latin, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish language and culture, Hispanic literature, and speech communication and theatre arts.

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Minors

A Minor in Cultural Resource Preservation. The departments of anthropology, art, history, and sociology offer an interdisciplinary minor in cultural resource preservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires the following twenty credits: Anthropology 310, *Museum Design and Operation*; Anthropology 361, *Conservation Archeology*; Art 223, *American Architecture*; History 366, *Studies in Historic Preservation*; and Sociology 333, *The Urban Community*. It is recommended but not required that students take some of the following courses: Anthropology 151, *General Anthropology I: Archeology and Human Evolution* (may count as a Division IV requirement); Sociology 151, *Principles of Sociology* (may count as a Division IV requirement); Anthropology 356, *Old World Prehistory*; Anthropology 359, *Prehistory of North America*; Art 294, *Modern Architecture*; Art 393, *Practicum*; Anthropology 261, *Museum Practicum*; and History 398, *Individual Study*. Students should consult the adviser for the minor in CRP before declaring such a minor. Students are strongly advised to declare their intention to minor in cultural resource preservation during the first semester of their junior year. Successful completion of the minor in cultural resource preservation will be noted on the student's transcript.

A Minor in International Studies. The minor in international studies consists of a total of twenty credits. Candidates for the minor are required to take Politics 116, *International Politics*, and one of the following: Economics 251, *International Trade*; 252, *International Finance*; 253, *Economics of Communism*; 254, *Capitalism and Planning*; or Politics 253, *The Politics of International Economic Relations*. In addition, students must

take twelve other credits in international studies from an approved list on file in the office of international studies. No more than eight of the twenty credits for the minor may be taken in a single department. Study of a foreign language beyond the basic requirements is strongly recommended. Formal advising of minors is not required but the director of international studies is responsible for certifying the successful completion of requirements for the minor.

A Minor in Women's Studies. The interdisciplinary minor in women's studies requires a core course (Humanities 121) and five other courses. At least two of the five courses must be in the humanities and two must be in the social sciences, and the courses must be distributed among at least three departments, for a total of twenty-four credits. It is recommended that one of these courses be the upper division seminar, Humanities 321. This structure gives students an understanding of the interdisciplinary nature of women's studies within the context of the traditional liberal arts curriculum. A student minoring in women's studies might take Humanities 121 as a sophomore, one humanities and one social science course as a junior, and Humanities 321, another humanities course, and another social science course as a senior.

The following courses may be included in the minor:

Humanities: Art 251, *Women and Art*; Classics 252, *Women in Antiquity*; English 340, *Women and Literature*; English 376, *American Poetry from 1855 to 1900*; History 365, *Women in American History*; Music 208, *Women and Music*; Religion 334B, *Feminist Theology*; Speech Communication and Theatre Arts 357, *The Rhetoric of The Women's Rights Movement*.

Social Sciences: Psychology 265, *Human Sexuality*; Psychology 270L, *Sex Stereotypes and Roles*; Psychology 358, *Psychology of Woman*; Sociology 248, *Marriage and the Family*; Sociology 305, *Male and Female Roles in Society*; Sociology 309, *Sex and Human Relationships*; Sociology 311, *Women in Professions*.

Students intending to minor in women's studies should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the sophomore year. Successful completion of the minor in women's studies will be noted on the student's transcript.

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises interested students. Further questions may be directed to Richard Sears, director of International Studies. These programs are currently available:

East European Studies. Coordinator, Carl Moses (politics)

Russian 215 or 216 is required, plus twenty-four credits from the following:

Russian 215 or 216, History 331, History 332, Politics 232, Economics 255, An-

thropology 371, Humanities 215, Humanities 218, and relevant seminars, colloquia, or independent studies in any of the departments above.

German Studies. Coordinator, Donald Schoonmaker (politics)

Twelve or thirteen credits from German 153, 211, 212, 217, or 220 are required. In addition, the student should take four courses from the following groups, at least one from each group: (1) History 320 and History/German 231; (2) Politics 233 and 273; (3) Philosophy 241 and 242. Appropriate credit in the above areas could be satisfied by study abroad in Germany.

Italian Studies. Coordinator, Bianca Artom (Romance languages)

Italian through the 215 level is required, plus three courses from the following groups, at least one each from 2 and 3. (1) Literature: Italian 216, Classics 251, Classics 272, and Religion 277; (2) Fine Arts: Art 245, 267, 268, 296C, and 2693; and Music 181, 201, 206, 220, and 221; (3) History and the Social Sciences: Classics 271; History 221, 222, 223, and 398. A semester in Venice or another approved course of study in Italy is also required.

Latin American Studies. Coordinator, Margaret Snook (Romance languages)

History 272, Politics 236, and Spanish 218 and 223 are required, plus twelve credits from the following: Anthropology 305, Anthropology 342, Economics 252, Politics 235, Spanish 219, 221, and 229. Students are asked to take either Spanish 230, 264, 265, or 266 to fulfill the foreign literature requirement in Division I and are strongly urged to spend a semester studying in Latin America.

Spanish Studies. Coordinator, Kathleen Glenn (Romance languages)

History 2019, Sociology 2029, Spanish 217, and Spanish 224 are required, plus twelve credits from the advanced courses in Spanish language and literature offered by the department of Romance languages or from the courses offered at the University of Salamanca. Students are required to participate in the semester in Spain program at Salamanca and are strongly urged to live at the Spanish House for at least one semester.

Senior Testing

All seniors are required to participate in a testing program designed to provide objective evidence of educational development and employing measures of academic achievement such as selected portions of the Graduate Record Examination and other tests deemed appropriate by the Committee on Academic Affairs. The tests are administered during the spring semester, and relevant results are made available to the student for his or her information. The primary purpose of the program is to provide the University with information for assessing the total educational process. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees in the School of Law

A combined course makes it possible for the student to receive the two degrees of Bachelor of Arts and Juris Doctor in six academic years or their equivalent, instead of

the usual seven years. The first three years of the combined course are in the College and the last three are in the School of Law.

A student pursuing this plan must (1) complete the basic and divisional course requirements and become qualified for admission to the upper division; (2) initiate an application for admission to the School of Law and secure through the law school adviser, who is a member of the law faculty, permission to pursue the combined course plan; (3) perform the junior year of study in the College under the supervision of a departmental academic adviser and the law school adviser; and (4) complete at least 110 credits in the College with a minimum average of C and the first full year of law in the School of Law with an average sufficient to remain in the School of Law. (Admission to the School of Law is based on the applicant's entire undergraduate record, Law School Admission Test scores, and other criteria, and permission to pursue the combined degree program does not constitute admission to the School of Law.)

The last year of required college academic work must be taken in the College. A student who transfers from another college or university at the end of the first or second year must maintain a minimum average of C on all academic work undertaken in the College.

A student who completes the program successfully is eligible to receive the Bachelor of Arts degree at the end of the first full year in the School of Law; the Juris Doctor degree is awarded to the student who, having received the Bachelor of Arts degree, also fulfills requirements for the Juris Doctor degree. The quantitative and qualitative academic requirements set forth here are minimum requirements for the successful completion of the combined degree program; satisfying the requirements of the three-year program in the College does not necessarily entitle an applicant to admission to the School of Law.

Combined Degrees in Medical Sciences

A limited number of students may receive a Bachelor of Science degree with a major in medical sciences.

Under this plan the student fulfills the requirements for the degree by completing three years of work in the College with a minimum average grade of C and by satisfactorily completing the first full year of medicine (at least thirty semester hours) as outlined by the faculty of the Bowman Gray School of Medicine, with a record entitling promotion to the second-year class. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.) At least one year (thirty-six credits) of the required academic work must be completed in the College.

Before entering the School of Medicine for the fourth year of work, candidates for the Bachelor of Science degree with a major in medical sciences must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the health and sport science requirement; Biology 111, 112, 212 (any two courses); Biology 312, 320, 321, 326, 351, 360, 371 (any two courses); Chemistry 111 and 112; Chemistry 221 and 222; Physics 113 and 114; mathematics (one course); and electives for a total of 108 credits.

The completion of the prescribed academic subjects does not necessarily entitle an applicant to admission to the School of Medicine. (All other factors being equal, applicants who have done all their work in the College are given preference.)

Combined Degrees in Medical Technology

Students may qualify for the Bachelor of Science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with the division of Allied Health Programs of the School of Medicine. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score, impressions made in personal interviews, and work experience (not essential, but important). Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the health and sport science requirement; Biology 111, 112, 212 (three courses or equivalents); Biology 326; Chemistry 111, 112, 221, and 222; mathematics (one course); and electives for a total of 108 credits. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management courses. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in the Physician Assistant Program

Students may qualify for the Bachelor of Science degree in the physician assistant program by completion of three years (108 credits) in the College with a minimum average grade of C, and by satisfactory completion of the full twenty-four-month course in the physician assistant program offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, the health and sport science requirement, and at least four courses in biology (including one course in microbiology), at least four courses in the social sciences (sociology, psychology, and economics), a course in statistics, and three or four courses in chemistry are recommended. Applicants to the program must have a minimum of six months of clinical experience in patient care services. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in Microbiology

Students may qualify for the Bachelor of Science degree in microbiology by com-

pletion of three years (112 credits) in the College with a minimum average grade of C, and by satisfactory completion of a thirty-two hour major in microbiology in the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the health and sport science requirement; Microbiology 302, 304 (or Biology 462), and Biology 371; additional courses to complete the major will be selected from Microbiology 402, 403, 404, 405, 408, 410, 411, 413, 414, 432, 433, 434, Biology 321, 360, 372, 373, 380, and 391, 392. Required related courses are two courses in physics and at least two courses in organic chemistry. Additional chemistry and mathematics courses may be suggested by the major adviser for students progressing toward advanced work in microbiology. The student should consult the microbiology adviser during the sophomore year to establish a program of study. Work on the major must begin no later than the fall semester of the junior year.

Degrees in Dentistry

A student may fulfill the requirements for the Bachelor of Science degree with a major in dentistry by completing three years of work in the College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by the University, with a record entitling advancement to the third-year class.

For this degree the requirements in the College are the same as those for the degree with a major in medical sciences.

Degrees in Engineering

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the degree of Bachelor of Science from the University and the degree of Bachelor of Science in one of the specialized engineering fields from the engineering school.

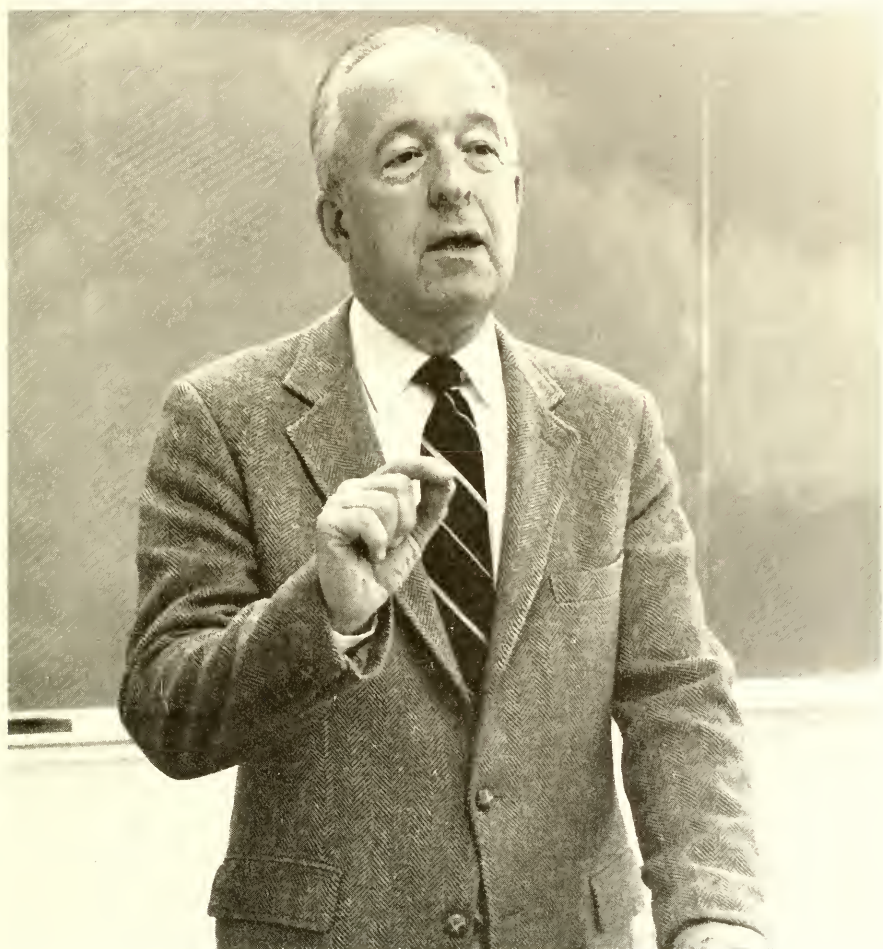
The curriculum for the first three years must include the basic and divisional requirements. Suggested courses for the freshman year are English 110 and 160 (or a foreign literature); foreign language courses 211, 215, or 216; Mathematics 111, 112; Physics 121, 122; and Health and Sport Science 111, 112. Suggested courses for the sophomore year are English 170 (or a foreign literature); Philosophy 111; Mathematics 113 or 251; Physics 141, 161, and 162; and Chemistry 111, 112. Suggested

courses for the junior year are a history course, a religion course, Mathematics 311, and Economics 150.

This rigorous curriculum demands special aptitude in science and mathematics. Electives are chosen in consultation with the chairman of the department of physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program students should consult a faculty member in the biology department.



*University Provost and Professor of English
Edwin Graves Wilson*

Courses of Instruction

Plans of study, course descriptions, and the identification of instructors apply to the academic year 1986–87, unless otherwise noted, and reflect official faculty action through March 16, 1987.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses 101–199 are primarily for freshmen and sophomores; courses 200–299 are primarily for juniors and seniors; courses 301–399 are for advanced undergraduates and graduate students. (Other graduate courses are described in the Bulletin of the Graduate School; a complete listing of summer courses is in the Bulletin of the Summer Session.)

Anthropology

David S. Weaver, Chairman

Professors E. Pendleton Banks, David K. Evans, Stanton K. Tefft,
J. Ned Woodall

Associate Professor David S. Weaver

Adjunct Associate Professor Jay R. Kaplan

Research Associate/Instructor Ben P. Robertson

Director/Curator, Museum of Man Mary Jane Berman

A major in anthropology requires a minimum of thirty-six credits and must include Anthropology 151, 152, 340, 388, and either 356 or 359.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381, 382 and four credits from Anthropology 383, 384 may be used to meet major requirements. Additional courses are counted within the limits specified for a single field of study.

A minimum grade point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires twenty-four credits and must include Anthropology 151, 152, and 340. Minors will not receive credit for Anthropology 388, 398, or 399. Only four credits from Anthropology 305, 345, 365, 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation "Honors in Anthropology," highly qualified majors should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily

defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

151. General Anthropology I: Archeology and Human Evolution. (4) Origin and evolution of man with a focus on human biological and sociocultural change during the Plio-Pleistocene.

152. General Anthropology II: Cultural Anthropology. (4) A cross-cultural analysis of human institutions with a survey of major theories explaining cultural variety and human nature.

260. Archeological Laboratory Practicum. (2) Instruction in artifact cleaning, preservation, cataloging, and analysis; preparation of museum exhibits; familiarization with darkroom procedures, drafting, and report preparation. P—Permission of instructor.

261. Museum Practicum. (3) Designed to give the student practical experience while working at the Museum of Man in six basic areas of museum operation: administration, research, curatorial duties, conservation, exhibition design, and education. P—Permission of instructor.

262. Physical Anthropology Practicum. (2) Practical experience in current problems in physical anthropology. P—Anthropology 151.

305. Conflict and Change on Roatan Island (Honduras). (4) Readings and field research focusing on the barriers and processes of sociocultural and technological change in a heterogeneous island community. *Usually offered in summer.* P—Anthropology 151 or Anthropology 152 and permission of instructor.

310. Museum Design and Operation. (4) The principles of museum design and operation through lectures, readings, workshops with visiting experts in the field, and field trips to neighboring museums (possibly to Washington, DC). Students have an opportunity to put some of the principles in practice by planning and designing exhibits in the Museum of Man. P—Permission of instructor.

321. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

331. The Ethnographic Documentary. (4) Through the use of ethnographic documentary films and videos from different historical periods and by film-makers from different cultural backgrounds, this course will present a historical and cross-cultural perspective on cultural systems. The course will analyze the technological and aesthetic aspects of film and video production and assess the effectiveness of visual communication in conveying ideas about culture and society. P—Anthropology 151 or Anthropology 152 or permission of instructor.

340. Images of Man: Perspectives on Anthropological Thought. (4) A study and evaluation of the major anthropological theories of man and society, including cultural evolutionism, historical particularism, functionalism, structuralism, cultural

ecology, and cultural materialism. The relevance and significance of these theories to modern anthropology are discussed. P—Anthropology 151 and Anthropology 152 and sophomore or junior standing, or permission of instructor.

342. Tradition and Conflict in Latin America. (4) Socio-cultural perspectives on contemporary problems in Latin America and the Caribbean. P—Anthropology 151 or Anthropology 152 or permission of instructor.

343. Socio-cultural Development in the Third World. (4) Analytical survey of problems facing Third World nations and the application of anthropology in change conflict situations today. P—Anthropology 151 or Anthropology 152 or permission of instructor.

344. Medical Anthropology. (4) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—Anthropology 151 or permission of instructor.

345. Mountain Folklore in North Carolina. (4) The role folklore plays in all human cultures in general and in the culture of the mountain people of Western North Carolina in particular. Field trips to mountain counties conducted. P—Permission of instructor.

351. Physical Anthropology. (4) Introduction to biological anthropology, human biology, evolution, and variability. P—Anthropology 151.

352. Laboratory Methods in Physical Anthropology. (1) Basic methods used by physical anthropologists to gather data, such as blood grouping, measurement, dermatoglyphics, and dental castings. Lab—two hours. P—Permission of instructor.

353. Peoples and Cultures of Africa. (4) The ethnology and prehistory of Africa south of the Sahara. P—Anthropology 151 or Anthropology 152.

354. Primitive Religion. (4) The worldview and values of non-literate cultures as expressed in myths, rituals, and symbols. P—Anthropology 151 or Anthropology 152.

355. Language and Culture. (4) An introduction to the relations between language and culture, including methods for field research. P—Anthropology 151 or Anthropology 152.

356. Old World Prehistory. (4) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—Anthropology 151 or permission of instructor.

357. Archeology of Early Complex Societies. (4) Comparison of the archeology of early complex societies, with special attention to the Maya, Aztec, and Teotihuacan cultures in Mesoamerica; the Huari and Inca in South America; the Anasazi of North America; and Egyptian and Mesopotamian groups of the Old World. An emphasis will be given to theories of origins and change in complex societies. P—Anthropology 151 or permission of instructor.

- 358. The American Indian.** (4) Ethnology and prehistory of the American Indian. P—Anthropology 151 or Anthropology 152.
- 359. Prehistory of North America.** (4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—Anthropology 151 or permission of instructor.
- 360. Archeology of the Southeastern United States.** (4) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—Anthropology 151.
- 361. Conservation Archeology.** (4) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources. P—Anthropology 151 and Anthropology 359 or permission of instructor.
- 362. Human Ecology.** (4) The relations between the human being and the inorganic and organic environments as mediated by culture; laboratory experience with aerial photography and other remote sensing techniques. P—Anthropology 151 or Anthropology 152 or permission of instructor.
- 363. Peoples and Cultures of China.** (4) A survey of the Han and non-Han (Mongolian, Tibetan, Shan, Mia, etc.) peoples of China and their traditional cultures, drawing on ethnographic and village studies. P—Permission of instructor.
- 364. Human Osteology.** (4) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications. P—Anthropology 151 and permission of instructor.
- 365. Field Research in Physical Anthropology.** (2, 3, or 4) Training in techniques for the study of problems of physical anthropology, carried out in the field. *Usually offered in the summer.* P—Permission of instructor.
- 366. Human and Non-Human Evolution.** (4) Investigation of primate and human evolution, both in anatomy and in behavior. P—Anthropology 151 and permission of instructor.
- 371. European Peasant Communities.** (4) Lectures, reading, and discussion on selected communities and their sociocultural contexts, including folklore, folk art, and processes of culture change. P—Anthropology 151 or Anthropology 152 or permission of instructor.
- 380. Anthropological Statistics.** (4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Mathematics 109, or Sociology 380.)
- 381, 382. Archeological Research.** (4, 4) The recovery of anthropological data through the use of archeology, taught in the excavation and interpretation of a prehistoric site. P—Anthropology 151.
- 383, 384. Field Research in Cultural Anthropology.** (4, 4) Training in techniques for

the study of foreign cultures, carried out in the field. P—Anthropology 151 or Anthropology 152.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. P—Permission of instructor.

387. Advanced Statistical Analysis in Anthropology. (4) Principles of multivariate statistical analysis and applications to anthropological problems. P—Anthropology 380.

388. Senior Seminar. (4) A review of the contemporary problems in the fields of archeology and physical and cultural anthropology. P—Senior standing or permission of instructor.

398, 399. Individual Study. (1, 2, 3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Art

Margaret S. Smith, Chairwoman

Professors Terisio Pignatti (Venice), Margaret S. Smith

Associate Professors Paul H. D. Kaplan, Robert Knott

Assistant Professors David Faber, Harry B. Titus Jr.

Visiting Assistant Professor Sarah Ferguson

Lecturers Brian Allen, David Bindman (London)

Instructor Deborah Fanelli

Gallery Director Victor Faccinto

The department offers courses in the history of art and in the practice of drawing, painting, printmaking, and sculpture. The program is designed to introduce students to the visual arts within the context of liberal arts study. The courses are intended to increase the student's understanding of the meaning and purpose of the arts, their historical developments, their role in society, and their relationship to other humanistic disciplines. Work in both classroom and studio is designed to intensify the student's visual perception and to develop a facility in a variety of technical processes. A visiting artist program and varied exhibitions in the gallery of the Scales Fine Arts Center as well as internships in local cultural organizations supplement the regular academic program of the department.

The major in art requires forty credits. For an art history major, eight courses are to be in art history and two in studio art. For a studio art major, eight courses are to be in studio art and two in art history.

The studio art major may earn teacher certification in art education (K-12) by cross registration with the Salem College teacher education program.

A minor in art requires five courses, including at least one course in art history and one course in studio art.

Any student interested in majoring or minoring in art should consult the chairwoman of the art department.

Qualified students in both the art history and studio areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of the departmental faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

Art History

103. Introduction to the Visual Arts. (4) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. Satisfies the Division I requirement.

223. Idea and Form in Indian Art. (4) An examination of Indian ideas on the sacred and profane as revealed in architectural and sculptural forms in Hindu, Buddhist, and Muslim art in India.

228. Egyptian Art. (4) The art and architecture of ancient Egypt from the predynastic period through Roman Egypt.

230. African Art. (4) The traditional arts of Africa south of the Sahara.

231. American Art. (4) The survey of American painting from 1600 to 1900.

233. American Architecture. (4) A survey of American architecture from 1650 to the present.

235. Art and Architecture of the South. (4) A survey of architecture, painting, and sculpture of the South from 1600 to the present.

241. Ancient Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.

244. Greek Art. (3) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.

245. Roman Art. (4) A survey of Etruscan and Roman architecture, painting, and sculpture.

246. Greek and Roman Architecture. (4) A survey of classical architecture, from the Archaic Greek through the late Roman period.

250. Twentieth Century American Art and Literature. (4) An exploration of the ideas, values, and feelings found in the art and literature of twentieth century figures such as Kandinsky, Stevens, Picasso, and Kafka.

251. Women and Art. (4) A historical examination of the changing image of women in art and the role of women artists.

252. Romanesque Art. (4) Art and architecture from the Carolingian Renaissance through the twelfth century.

253. The Gothic Cathedral. (4) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them.

254. Romanesque Sculpture. (4) An examination of the re-emergence and development of sculpture in Western Europe during the period 1000–1150.

256. History of Books and Printing. (2–4) An examination of the development of the book from the invention of printing to the present.

257. Printing on the Hand Press. (4) A study of the history of printing and books combined with the practical experience of learning the art and craft of printing. The objectives of the course are to provide a basis for the appreciation of fine printing and to allow the student an opportunity to learn the techniques of hand printing. P—Permission of instructor.

266. Art in the Age of Discovery. (4) An exploration of the visual imagery which recorded the expansion of Western civilization, and the active role which art played in that expansion, from Marco Polo and Giotto to Captain Cook and Tiepolo (c. 1300–c. 1775).

267. Early Italian Renaissance Art. (4) An introduction to the painting, sculpture, and architecture of Italy from 1250 to 1500, with a concentration on the arts in fifteenth century Florence.

268. Italian High Renaissance and Mannerist Art. (4) A study of the arts in sixteenth century Italy, with emphasis on the achievement of Leonardo da Vinci, Raphael, Michelangelo, Giorgione, and Titian, and the dissolution of Renaissance idealism in the art of the early Mannerists.

270. Northern Renaissance Art. (4) A survey of painting, sculpture, graphic art, and patronage in Northern European art from 1300 to the death of Dürer in 1528.

271. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

272. Baroque Art. (4) A survey of European painting and sculpture from 1600 to 1700.

275. History of Landscape Architecture. (4) Study of garden design, beginning with Roman gardens and continuing through the creation of public parks in the nineteenth century.

281. Modern Art to 1900. (4) A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century.

282. Modern Art after 1900. (4) A survey of European and American painting and sculpture from 1900 to the present.

283. Impressionism. (4) A detailed study of the French Impressionist painters, with some consideration of Impressionism in other forms.

284. Contemporary American Art. (4) An intensive study of American painting and sculpture from 1950 to the present.

286. Studies in Twentieth Century Art: Myth in Modern Art. (3) An analysis of traditional Western and non-Western myths as expressed and interpreted by twentieth century artists.

288. Modern Architecture. (4) A survey of European and American architecture from 1900 to the present.

291. Individual Study. (4) A course of independent study with faculty guidance.

292. Individual Study. (4) A course of independent study with faculty guidance.

293. Practicum. (4) Internships in local cultural organizations, to be arranged by the art department. Pass/Fail.

296. Art History Seminar. (4) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. *Ancient Art*

b. *Medieval Art*

c. *Renaissance Art*

d. *Baroque Art*

e. *Modern Art*

f. *Contemporary Art*

g. *American Art*

h. *Modern Architecture*

i. *American Architecture*

297. Seminar: Art and Politics. (4) In-depth examinations of works of art from the medieval period to the Russian Revolution, selected for their significant political content.

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

Anthropology 321. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultural from comparative, structural, and functional points of view. P—Permission of instructor.

Studio Art*

111. Introduction to Drawing and Design. (4) An introduction to the basic elements of two-dimensional and three-dimensional design, to include drawing, painting, and sculpture. Six class hours per week. Satisfies the Division I requirement.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic media. P—Art 111.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and multi-media, with emphasis on contemporary concepts. P—Art 111.

*Prerequisites may be waived with permission of instructor.

117. Introduction to Printmaking. (4) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. P—Art 111.

119. Introduction to Photography. (4) An introduction to photography as an expressive medium, including basic camera and darkroom techniques. Preference to art majors. Not open to students who have had Sociology 205. P—Art 111.

211. Intermediate Drawing. (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week. P—Art 111.

212. Intermediate Painting. (4) Continuation of Art 112, with concentrated emphasis on idea development. P—Art 112. May be repeated.

215. Intermediate Sculpture. (4) Continuation of Art 115, with emphasis on idea development. P—Art 115. May be repeated.

217. Intermediate Printmaking. (4) Continuation of Art 117, with emphasis on idea development. P—Art 117. May be repeated.

218. Figure Drawing. (4) An introduction to figure drawing.

221. Advanced Drawing. (4) A course of individual study with faculty guidance. May be repeated. P—Art 211.

222. Advanced Painting. (4) A course of individual study with faculty guidance. May be repeated. P—Art 212.

225. Advanced Sculpture. (4) A course of individual study with faculty guidance. May be repeated. P—Art 215.

227. Advanced Printmaking. (4) A course of individual study with faculty guidance. May be repeated. P—Art 217.

295. Studio Seminar. (2, 4) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

Asian Studies

Balkrishna Govind Gokhale, Director

The Asian Studies program, established in 1960 with financial assistance from the Mary Reynolds Babcock Foundation, is interdisciplinary and involves the cooperation and resources of several departments in the humanities and social sciences. Its objectives are to broaden the traditional curriculum with the infusion of a systematic knowledge and understanding of the culture of Asia.

Asian Studies 211, 212. Asian Studies. (4, 4) Asian thought and civilization. Some dominant themes in Asian thought and their influence on Asian civilizations.

Art 221. Idea and Form in Indian Art. (4) An examination of Indian ideas on the

sacred and profane as revealed in architectural and sculptural forms in Hindu, Buddhist, and Muslim art in India.

Chinese 111, 112. Elementary Chinese. (4, 4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system and to basic sentence patterns. Lab—one hour.

Hindi 111, 112. Elementary Hindi. (4, 4) Attention mainly to basic Hindi grammar, vocabulary building, simple composition, and conversation. Lab—one hour.

Hindi 153. Intermediate Hindi. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab—one hour. P—Hindi 111, 112, or equivalent.

Hindi 211. Hindi Literature. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab—one hour. P—Hindi 153.

History 339. India in the English Mind. (4) An exploration of the changing images of India, its people, and culture as reflected in English literature, especially Kipling, Forster, Kaye, and Paul Scott. The three major themes will be confrontation, accommodation, and nostalgia.

History 341. Southeast Asia from 1511 to the Present. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.

History 342. The Middle East from Suleiman the Magnificent to the Present. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

History 343. Imperial China. (4) Development of traditional institutions in Chinese society to 1644; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.

History 344. Modern China. (4) The Manchu Dynasty and its response to the Western challenge, the 1911 Revolution, the warlord era and the rise of the Communists, Chinese Communist society, and the Cultural Revolution.

History 345, 346. History and Civilization of South Asia. (4, 4) An introduction to the history and civilization of South Asia, with emphasis on historical developments in the social, economic, and cultural life of the area.

History 348. Modern Japan. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

History 349, 350. East Asia. (4, 4) An introduction to the social, cultural, and political development of China, Japan, and Korea. 349: to 1600; 350: since 1600.

Politics 234. Government and Politics of East Asia. (4) An analysis of the political

institutions and processes in China and Japan, with emphasis on the problems of modernization.

Politics 245. Government and Politics of South Asia. (4) A study of the governments of India, Pakistan, Nepal, and Ceylon; emphasis on political organizations, party structures, and subnational governmental systems.

Religion 360. Hinduism. (4) A study of the fundamental features of the Hindu tradition.

Religion 361. Buddhism. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.

Religion 364. Islam. (4) A study of the fundamental concepts of Islamic thought and the historical context of its development. Both ancient and contemporary impact of the teachings of Islam are considered.

Biology

Ronald V. Dimock Jr., Chairman

Professors Charles M. Allen, Ralph D. Amen, Ronald V. Dimock Jr.,
Gerald W. Esch, Mordecai J. Jaffe, Raymond E. Kuhn, James C. McDonald,
Peter D. Weigl, Raymond L. Wyatt

Associate Professors Nina Stromgren Allen, Carole L. Browne,
Robert A. Browne, Herman E. Eure, Hugo C. Lane, A. Thomas Olive

Assistant Professors Wayne L. Silver, William A. Thomas

Adjunct Professors J. Whitfield Gibbons, Harold O. Goodman,
Stephen H. Richardson

Adjunct Assistant Professor Margaret Mulvey

At the end of the sophomore year a student electing to major in biology meets with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 111, 112, 211, and 212. Co-major requirements are Chemistry 111 and 112 and two additional courses in the physical sciences.

For students declaring majors in the spring, the requirement for a major is a minimum of forty-one credits in biology. The forty-one credits must include at least six biology courses carrying five credits. A minimum grade average of C on all courses attempted in biology at Wake Forest University is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirement at that time.)

A minor in biology requires twenty credits. Courses taken Pass/Fail cannot count toward a minor. A minimum overall grade average of C must be earned on all Wake Forest University biology courses taken to complete a minor.

Prospective majors are strongly urged to take Chemistry 111, 112 and Biology 111,

112 in the freshman year. They are advised to take Biology 211 and Biology 212 in the sophomore year; most majors also take organic chemistry as sophomores. Deviations from this pattern may necessitate summer work to fit the basic courses into an orderly sequence.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," they must complete a research project under the direction of a staff member and pass a comprehensive oral examination.

All 300-level biology courses presume a background equivalent to introductory and intermediate biology (that is, through Biology 212).

111. Biological Principles. (5) Fundamental principles and concepts in biology. Lab—three hours.

112. Organismic Biology. (5) Morphology and phylogeny of plants and animals. Lab—three hours. P—Biology 111 or permission of instructor.

115. Advanced Placement Seminar. (1) A team-taught course involving lecture, discussion, laboratory, and field experience to examine a variety of topics in biology. The course is available to all students who have received advanced placement credit for Biology 111, especially those intending to major in biology. P—Advanced placement credit for Biology 111.

211. Population Biology. (4) Population and evolutionary aspects of biology. P—Biology 111 or permission of instructor.

212. Cell Biology. (5) Molecular and cellular aspects of biology. Lab—three hours. P—Biology 111 and Chemistry 111, 112.

301–305. Topics in Biology. (1–5) Seminar and/or lecture courses in selected topics, some involving laboratory instruction.

312. Genetics. (5) A study of principles of inheritance and their application to plants and animals, including humans. Laboratory work in the methods of breeding some genetically important organisms and of compiling and presenting data. Lab—three hours.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution.

320. Comparative Anatomy. (5) A study of chordate animals, with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab—four hours.

321. Parasitology. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. (May count as biology or psychology but not both; choice to be made at registration.)

325. Plant Anatomy. (5) A study of comparative anatomy of the vascular plants, with emphasis on phylogeny. Lab—four hours.

326. Microbiology. (5) The structure, function, and taxonomy of microorganisms with emphasis on the bacteria. Some immunological processes are considered. Lab—four hours.

327. Nonvascular Plants. (5) An examination of representative nonvascular plants, with emphasis on morphology and phylogeny. Lab—four hours.

328. Vascular Plants. (5) A comparative survey of the vascular plants, with emphasis on structure, reproduction, classification, and phylogeny. Lab—four hours.

331. Invertebrates. (5) Systematic study of the invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours.

333. Vertebrates. (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours.

334. Entomology. (5) A study of insects, with emphasis on structure, development, taxonomy, and phylogeny. Lab—four hours.

338. Plant Taxonomy. (5) A study of the classification of seed plants, with emphasis on the comparative study of orders and families. Lab—four hours.



340. Ecology. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours.

341. Marine Biology. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours.

342. Aquatic Ecology. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours.

344. Populational and Evolutionary Biology. (4) Lectures, readings, and discussions on topics of evolutionary biology: evolutionary theories, population genetics, speciation, nature of species, units of selection, sociobiology tenets, and the evolutionism/creationism debates.

345. Neurobiology. (4) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems.

346. Neurobiology. (5) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. The laboratory will emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—Permission of instructor.

350. Physiology. (5) A lecture/laboratory course dealing with the physiochemical functions common to multicellular organisms, with emphasis on the principles and processes of nutrition, metabolism, development, and behavior. Lab—three hours.

351. Animal Physiology. (5) A lecture and laboratory course which discusses and demonstrates the principles of bioelectricity and biomechanics. Regulatory principles and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates are covered. Lab—three hours.

352. Plant Physiology. (5) A study of the mechanisms by which various plant systems function, thematically structured around the plant life cycle. Lab—three hours.

354. Endocrinology. (4) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates.

355. Developmental Physiology. (5) The application of the principles and postulates of molecular biology to the phenomenon of development in multicellular organisms with emphasis on the genetic and hormonal mechanisms of differentiation, totipotency, and morphogenesis. Lab—three hours.

357. Cryptobiology. (4) The genetic and physiologic mechanisms of common states of biotic rest in multicellular organisms: quiescence, dormancy, diapause, hibernation, estivation, sleep, and coma. Focus will be on the relation of states of biotic rest to senescence and death.

359. Photobiology. (4) A lecture/seminar exploring photochemical mechanisms and ecological roles common to a variety of photoresponses in living organisms, including vision, bioluminescence, phototaxis, photosynthesis, photoperiodism, and photomorphogenesis.

360. Development. (5) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours.

362. Immunology. (4) A study of the components and protective mechanisms of the immune system.

363. Sensory Biology. (4) A study of the nature of energy in the environment, and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical, and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals.

365. Cell Motility. (5) A lecture and laboratory course exploring the movements in and of cells (for example: mitosis, cytoplasmic streaming, muscle contraction, nerve transport). Light and electron microscopic methods as well as biochemical and biophysical approaches to the study of cell motility will be discussed. Lab—three hours.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. (May count as either biology or anthropology but not both; choice to be made at registration.) P—Permission of instructor.

370. Biochemistry. (4) A lecture course introducing the principles of biochemistry with an emphasis on the relationship between structure and function. Included are surveys of essential biomolecules, their biosynthesis, and mode of action; techniques in the analysis of structure and function; enzyme kinetics; and macromolecular organization.

371. Biochemistry. (5) A lecture and laboratory course introducing the principles of biochemistry with an emphasis on the relationship between structure and function. Included are surveys of essential biomolecules, their biosynthesis, and mode of action; techniques in the analysis of structure and function; enzyme kinetics; and macromolecular organization. Lab—three hours.

372. Molecular Biology. (4) A lecture course that considers the role of biologically

important molecules in membrane and intracellular regulation. Topics covered will include membrane receptors, transport processes, molecular models of hormonal regulation, and controls of gene expression.

373. Techniques in Electron Microscopy. (5) An introduction to the electron microscope as an experimental tool in biology. Includes instruction in common techniques used in the field and lecture on recognition and interpretation of cellular ultra-structure. Lab—three hours.

376. Ichthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours.

380. Biostatistics. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. (May count as biology or anthropology but not both; choice to be made at registration.) (A student who receives credit for this course may not also receive credit for Business 201, Mathematics 109, or Sociology 380.)

391, 392. Special Problems in Biology. (2, 2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/Fail or for grade, at discretion of the instructor. P—Permission of instructor.

393, 394. Special Problems in Biology. (2, 2) Courses designed for students who wish to continue special problems beyond Biology 391 and 392. Pass/Fail optional. (Not to be counted toward major.) P—Permission of instructor.

395. Philosophy of Biology and Medicine. (4) A lecture/seminar course dealing with the rational structure of biologic and biomedic sciences with major emphasis on the reductionistic, organismic, and telenomic paradigms of modern biology and medicine. The structure of selected biologic and biomedic theories will be included.

397. Seminar in Biology. (2–4) Consideration of major biological topics through intensive reading and discussions.

Chemistry

John W. Nowell, Chairman

Professors Phillip J. Hamrick Jr., Roger A. Hegstrom, Willie L. Hinze,
Ronald E. Nofle, John W. Nowell

Associate Professors Paul M. Gross Jr., Charles F. Jackels, Susan C. Jackels

Assistant Professors Huw M. L. Davies, Robert F. Ferrante,

N. Ganapathisubramanian, Mark E. Welker

Instructor M. Jimmie Turner

The department offers programs leading to the BA and BS degrees in chemistry and is on the list of departments certified by the American Chemical Society.

The Bachelor of Arts degree in chemistry includes Chemistry 111, 112, or 113, 114; 221, 222, 341, 342, 361; Mathematics 111; and Physics 111, 112 or its equivalent. It is

recommended that Mathematics 112 be taken before Chemistry 341. Chemistry 231 may be required by some graduate and professional schools.

The Bachelor of Science degree in chemistry includes Chemistry 111, 112, or 113, 114; 221, 222, 334, 341, 342, 361, 231 or 371, 383, 391, or 392; Mathematics 111 and 112; and Physics 121, 122 or 111, 112. Other courses which are strongly recommended for the BS degree candidate are Mathematics 113, 121, and 251 and Physics 161, 162.

The department also offers a five-year BA/MS degree program. Students qualifying for the program may receive a tuition scholarship in the senior year. For information consult the department chairman.

A minor in chemistry requires twenty-three credits in chemistry and must include at least one of the following courses: 323, 325, 326, 334, 341, 342, 351, 361, 362, 371. The department will not accept courses taken Pass/Fail to count toward the minor.

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter grade basis only. Majors are also required to complete on a letter grade basis the related physics and mathematics courses, both those which are required and those which are strongly recommended.

A minimum GPA of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA and BS degree with a major in chemistry must have a minimum GPA of 2.0 in their chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must complete satisfactorily Chemistry 391, 392 or an independent study project approved by the department and an examination covering primarily the independent study project. For additional information members of the departmental faculty should be consulted.

For the BS major the following schedule of chemistry and related courses is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chemistry 111, 112 or Chemistry 113, 114	Chemistry 221, 222 Physics 121, 122 or Physics 111, 112	Chemistry 341, 342 Chemistry 383 Chemistry 391 or 392 Mathematics or Physics	Chemistry 334 Chemistry 361 Chemistry 371 Mathematics or Physics
Mathematics 111, 112	Mathematics 113, 251		

For the BA major the following schedule of chemistry and related courses is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chemistry 111, 112 or Chemistry 113, 114	Chemistry 221, 222 Physics 111, 112 or Physics 121, 122	Chemistry 341, 342	Chemistry 361
Mathematics 111, 112*			

**Mathematics 112 is encouraged as an elective in the freshman or sophomore year.*

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

Students electing laboratory courses in chemistry are required to pay for breakage and for certain consumable materials as determined by the department.

111, 112. College Chemistry. (5, 5) Fundamental chemical principles. Laboratory covers experimental aspects of basic concepts. Lab—three hours.

113, 114. College Chemistry—Honors. (5, 5) Covers the same range of material as 111, 112 but is designed for students with a superior background in chemistry. A student may not receive credit for both 111 and 113 or both 112 and 114. Lab—three hours. P—Permission of instructor.

221, 222. Organic Chemistry. (5, 5) Principles and reactions of organic chemistry. Lab—four hours. P—Chemistry 112 or 114.

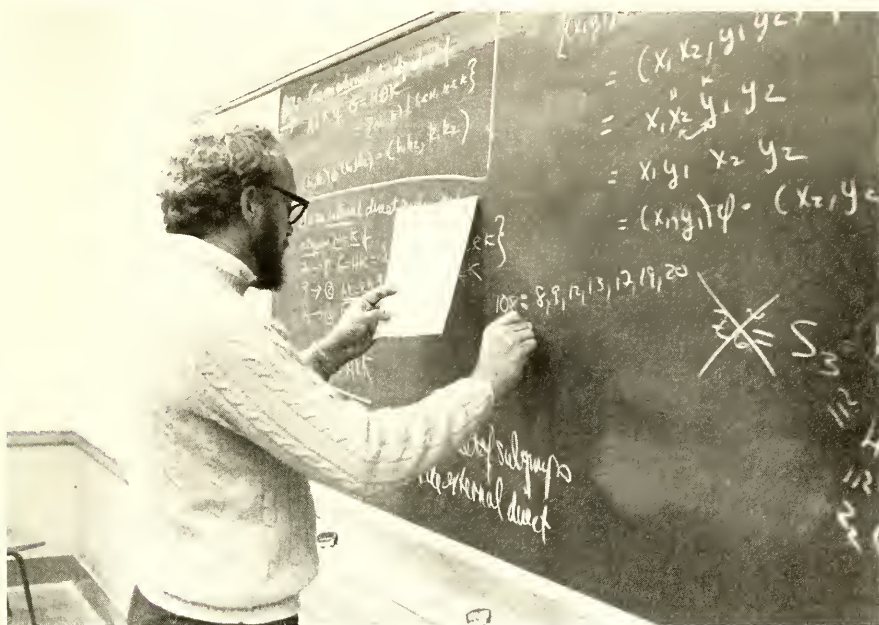
231. Quantitative Analysis. (4) Principles and methods of quantitative analysis. P—Chemistry 112 or 114. Lecture—two hours. Lab—four hours.

301, 302. Elective Research. (0, 0) P—Permission of instructor. *Summers only.*

323. Organic Analysis. (4) The systematic identification of organic compounds. Lab—four hours. P—Chemistry 222.

325, 326. Organic Synthesis. (4, 4) Reagents for and design of synthetic routes to organic molecules. P—Chemistry 222.

334. Chemical Analysis. (5) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours. C—Chemistry 341.



341, 342. Physical Chemistry. (5, 5) Fundamentals of physical chemistry. Lab—four hours. P—Chemistry 112 or 114, Mathematics 111, Physics 111, 112 or 121, 122.

351. Special Topics in Biochemistry. (4) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action. P—Chemistry 222.

361. Inorganic Chemistry. (5) Principles and reactions of inorganic chemistry. Lab—four hours. P—Chemistry 341.

362. Inorganic Chemistry. (4) Continuation of principles of inorganic chemistry with practical applications to inorganic systems. P—Chemistry 361.

371. Introductory Quantum Chemistry. (4) Introduction to the quantum theory and its application to chemical systems. P—Chemistry 342 or permission of instructor.

381, 382. Chemistry Seminar. (0, 0) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

383. Chemical Literature. (1) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—Chemistry 222.

391, 392. Undergraduate Research. (2, 2) Undergraduate research. Lab—six hours.

Classical Languages

John L. Andronica, Chairman

Professor Carl V. Harris

Associate Professors John L. Andronica, Robert W. Ulery Jr.

Visiting Assistant Professors Teri E. Marsh, John E. Rowland

The department of classical languages offers three majors: Greek, Latin, and classical studies. Minors are offered in Greek and Latin.

A major in Greek requires forty credits in the department. Thirty-two of these credits must be in the Greek language. Classics 270 is also a requirement.

A minor in Greek requires twenty-five credits: Greek 111–112, 153, 211, and either 212 or 231; and Classics 270.

A major in Latin requires thirty-two credits in the department beyond Latin 153. Twenty-four of these credits must be in Latin courses. Classics 271 also is a requirement, and Classics 270 is recommended.

A minor in Latin requires three 200-level courses in Latin; Classics 271; and one additional course (three or four credits) in Greek or Latin or classics.

A major in classical studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the department. A maximum of forty-eight credits in the department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 (*Ancient Art*),

Classics 265 (*Greek Literature*), Classics 272 (*Latin Literature*), Classics 270 (*Greek Civilization*), and Classics 271 (*Roman Civilization*).

A maximum of sixteen credits may be taken in the following: Art 244 (*Greek Art*), 245 (*Roman Art*), 246 (*Greek and Roman Architecture*), 252 (*Romanesque Art*); History 215, 216 (*The Ancient World*); Philosophy 201 (*Ancient and Medieval Philosophy*), 230 (*Plato*), 231 (*Aristotle*); Politics 271 (*Plato, Aristotle, and Classical Political Philosophy*), 274 (*Noble Greeks and Romans*); Religion 311 (*Poetic Literature of the Hebrew Bible*), 314 (*Ancient Israel and her Neighbors*), 363 (*Hellenistic Religions*); Hebrew 111, 112, 153, 211. Other courses may be allowed with the permission of the department.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chairman of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin or Greek is required. For additional information members of the departmental faculty should be consulted.

Greek

111, 112. Elementary Greek. (5, 5) Greek grammar; selections from Greek prose writers and poets.

153. Intermediate Greek. (4) Grammar and Xenophon's *Anabasis*. Thorough drill in syntax.

211. Plato. (4) Selections from the dialogues of Plato.

212. Homer. (4) Selections from the *Iliad* and the *Odyssey*.

221, 222. Selected Readings. (3, 3) Intensive reading courses designed to meet individual needs and interests.

231. The Greek New Testament. (4) Selections from the Greek New Testament.

241. Greek Tragedy. (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.

242. Greek Comedy. (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.

291, 292. Honors in Greek. (2, 2) Directed research for honors paper.

Latin

- 111, 112. Elementary Latin.** (4, 4) Introduction to Latin grammar.
- 113. Intensive Elementary Latin.** (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.
- 153. Intermediate Latin.** (5) Grammar review and selected readings.
- 211. Introduction to Latin Poetry.** (4) Readings primarily from Virgil's *Aeneid*, with an introduction to literary criticism.
- 212. Introduction to Latin Prose.** (4) Readings primarily from the orations of Cicero, with attention to the elements of rhetoric in Roman public discourse.
- 216. Roman Lyric Poetry.** (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace.
- 221. Roman Historians.** (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography.
- 225. Roman Epistolography.** (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid.
- 226. Roman Comedy.** (4) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques.
- 231. Roman Elegy.** (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition.
- 241. Roman Satire.** (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire.
- 243. Latin Readings.** (2–4) A course designed to meet individual needs and interests.
- 250. Prose Composition.** (2) Exercises in writing of Latin prose, with an introduction to prose stylistics.
- 398, 399. The Teaching of Latin.** (4, 4) A reading course and workshop in problems of Latin pedagogy and the secondary Latin curriculum, designed to meet the needs and interests of selected students.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

- 261. Seminar in Poetry of the Republican Period.** (3)
- 262. Seminar in Prose of the Republican Period.** (3)
- 281. Seminar in Augustan and Later Poetry.** (3)

282. Seminar in Augustan and Later Prose. (3)

291, 292. Honors in Latin. (2, 2) Directed research for honors paper.

Classics

220. Greek and Latin in Current Use. (3) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabularies (e.g., scientific and legal). A knowledge of the Greek and Latin languages is *not* required.

251. Classical Mythology. (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studied in their literary context. A knowledge of the Greek and Latin languages is *not* required.

252. Women in Antiquity. (3, 4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contribution to society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.

253. Greek Epic Poetry. (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. A knowledge of the Greek language is *not* required.

254. Roman Epic Poetry. (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Virgil, Ovid, and Lucan. A knowledge of the Latin language is *not* required.

263. Tragic Drama. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.

264. Greek and Roman Comedy. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is *not* required.

265. A Survey of Greek Literature. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.

270. Greek Civilization. (3) Lectures and collateral reading on those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is *not* required.

271. Roman Civilization. (3) Lectures and collateral reading on the general subject of Rome's contribution to the modern world. A knowledge of the Latin language is *not* required.

272. A Survey of Latin Literature. (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is *not* required.

288. Individual Study. (2-4)

291, 292. Honors in Classical Studies. (2, 2) Directed research for honors paper.

Economics

Donald E. Frey, Chairman

Reynolds Professor John H. Wood

Professors Donald E. Frey, John C. Moorhouse, J. Van Wagstaff

Associate Professor J. Daniel Hammond

Assistant Professors John B. Carihfield, Tony H. Elavia,

Claire Holton Hammond, Michael S. Lawlor, Perry L. Patterson

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics requires a minimum of thirty-six credits in economics, including Economics 150, 205, 206, 207, and 208. In order to major in economics, a student must have earned a minimum of a C in Economics 150. The department recommends that majors take Mathematics 109 and 108 or 111, either to fulfill the Division II requirement or as electives. A student may offer up to five credits toward the thirty-six credits required for a major by taking one of the following courses, provided that, for (c), (d), (e), or (f), the complementary course in economics is successfully completed.

- (a) Mathematics 112. Second semester of Calculus. (5)
- (b) Philosophy 279. *Philosophy of Science*. (4)
- (c) Politics 219. *Fundamentals of Public Policy Analysis*. (4)
(Economics 221. *Public Finance*.)
- (d) Politics 253. *The Politics of International Economic Relations*. (4)
(Economics 251. *International Trade*. or Economics 252. *International Finance*.)
- (e) History 332. *Russia*. (4) (Economics 253. *Economics of Communism*.)
- (f) History 344. *Modern China*. (4) (Economics 253. *Economics of Communism*.)

The remaining courses for a major in economics and courses in related fields are selected by the student and his or her adviser. A minimum grade average of C on all courses attempted in economics is required for graduation.

Economics majors with a grade average of at least 3.0 and 3.3 in economics may graduate with "Honors in Economics" by satisfying the research requirement of Economics 298. It is recommended but not required that Economics 297 be taken first.

The department of economics and the department of mathematics and computer science offer a joint major leading to a Bachelor of Science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major

consists of the following course requirements: Economics 150, 205, 207, 208, 215, 218; Mathematics 111, 112, 113, 121, 251; and three additional courses chosen with the approval of the program advisers. Recommended courses are Economics 206, 212, 223, 232, 235, 251 and Mathematics 253, 311, 312, 348, 352, 353, 357, and 358. Students electing the joint major must receive permission from both the department of economics and the department of mathematics and computer science. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematical Economics," a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

For the BA in economics the following schedule is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior*</i>	<i>Senior</i>
Lower Division requirements	Economics 150 Mathematics 108 or 111 Mathematics 109	Economics 205, 206 Economics 207, 208	Four electives in economics

**It is expected that economics majors will complete the intermediate theory sequences in their junior year.*

For the BS in mathematical economics the following schedule is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Mathematics 111, 112 Lower Division requirements	Economics 150 Mathematics 113, 121	Economics 205, 207 Economics 208, 215 Mathematics 251	Economics 218 Three electives in economics and/or mathematics

150. Introduction to Economics. (4) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment will be given to students with sophomore or upperclass standing.

205. Intermediate Microeconomics I. (4) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—Economics 150.

206. Intermediate Microeconomics II. (4) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—Economics 205.

207. Intermediate Macroeconomics I. (4) Development of macroeconomic concepts of national income, circular flow, income determination, and monetary economics. The Keynesian, monetarist, and post-Keynesian analyses of aggregate economic performance are emphasized. P—Economics 150.

208. Intermediate Macroeconomics II. (4) Survey of new equilibrium macroeconomic theories, including maximization and rational expectations hypotheses. Dynamics considered in analysis of economic performance. P—Economics 205, 207.

210. Economic Indicators. (2) The theory, construction, and interpretation of significant quantitative indicators of economic behavior, such as the unemployment rate and the various price indices. P—Economics 150.

212. Economic Forecasting. (4) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—Economics 150. C—Economics 207.

215. Introduction to Econometrics. (5) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—Economics 205, 207 and Mathematics 109 or 121.

218. Seminar in Mathematical Economics. (4) Calculus and matrix methods used to develop basic tools of economic analysis. P—Economics 205, 207 and Mathematics 111, 112.

221. Public Finance. (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—Economics 150. C—Economics 205.

222. Monetary Theory and Policy. (4) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—Economics 207.

223. Financial Markets. (4) A study of the functions, structure, and performance of financial markets. P—Economics 205, 207.

224. Law and Economics. (4) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—Economics 205.

225. Public Choice. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—Economics 205.

231. Industrial Organization. (4) A study of market structures of industries and their effects on the allocation of resources. P—Economics 150. C—Economics 205.

232. Economics of Regulation. (4) Analysis of governmental regulation and deregulation of industries, with particular attention to the theory of natural monopoly, public utility regulation, and environmental, product-quality, and health regulation. P—Economics 205.

235. Labor Theory. (4) A survey of neoclassical labor economics. Includes recent developments in the macroeconomics of the labor market, including expectations and wage inflation and the wage-productivity-price relationship. P—Economics 205, 207.

236. Economics of Human Resources. (4) Survey of diverse theories outside the neoclassical tradition dealing with wages and employment, education, and labor relations. Methods of program and policy evaluation are introduced where applicable. P—Economics 150.

246. Urban Economics. (4) Application of economic theory to suburbanization, land values, urban decay and redevelopment, zoning, location decisions of firms and households, and metropolitan fiscal problems. P—Economics 205.

247. Regional Economics. (4) Study of the economic structure of subnational and international regions, and of their interactions. Includes analysis of trends and of the economic welfare implications of spatial policies. P—Economics 205.

248. Resource Economics. (4) The economic theory of natural resource allocation and environmental quality. P—Economics 205.

251. International Trade. (4) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—Economics 205.

252. International Finance. (4) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—Economics 205, 207.

253. Economics of Communism. (4) A theoretical and institutional examination of several non-capitalist economies, with special reference to the Soviet Union, the People's Republic of China, and Eastern Europe. P—Economics 150.

254. Capitalism and Planning. (2, 4) The role of strategies of comprehensive government intervention in the economies of the West. Special attention to planning mechanisms and industrial policies in Japan and Western Europe. Four-credit version devotes additional attention to features of the welfare state. P—Economics 150.

258. Economic Growth and Development. (4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—Economics 205.

261. American Economic Development. (4) The application of economic theory to historical problems and issues in the American economy. P—Economics 150.

262. History of Economic Thought. (4) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—Economics 205, 207.

265. Economic Philosophers. (4) An in-depth study of the doctrines and influence of three major figures in economics, such as Smith, Marx, and Keynes. P—Economics 205, 207.

271, 272. Selected Areas in Economics. (2, 4; 2, 4) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—Economics 205, 207.

290. Individual Study. (2, 4) Directed readings in a specialized area of economics. P—Permission of instructor.

297. Preparing for Economic Research. (2) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—Permission of instructor.

298. Economic Research. (4) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education

Joseph O. Milner, Chairman

Professors Thomas M. Elmore, John H. Litcher, Joseph O. Milner,
John E. Parker Jr., J. Don Reeves

Associate Professors Patricia M. Cunningham, Linda N. Nielsen,
Leonard P. Roberge

Assistant Professor Robert H. Evans

Lecturers Brian M. Austin, G. Dianne Mitchell, Marianne Schubert,
Stuart Wright

Instructor Katherine Mullett

Because Wake Forest University believes that the educational profession is important to society and that our welfare is significantly affected by the quality of our educational leadership, one of the important objectives of the University has been and continues to be the preparation of teachers and other professional school personnel. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional needs of students.

Prospective teachers either major in other academic areas and take education courses to earn secondary certification or earn intermediate, science, or social studies certification as majors in the department of education. Certification for the primary or middle school grades can also be earned by intermediate majors who wish to extend their range of teaching certification. In addition to the professional program, the department provides a non-professional minor and elective courses open to all students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A Teacher's Certificate to graduates who have completed an approved program, including the specified courses in their teaching field(s) and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated official(s) of their teaching area(s) and from the chairman of the department or a deputy.

Special students (those not having completed prior to graduation an approved certification program from this or another institution) should seek academic counseling from the department to develop a plan for completing the Class A Certificate. Information about certification requirements for other states can be secured from the

department as assistance in planning a program to meet the certification requirements of those states.

Admission Requirements. Admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department, being interviewed, and being officially approved by the department.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined in conference with the candidate. For those seeking secondary certification the majority of the professional work is taken during one semester of the senior year. Candidates for the intermediate certificate may begin course work required for certification as early as the sophomore year. A cooperative agreement with Salem College gives education majors the additional opportunity to be certified in learning disabilities.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of school practicum and foundations of education courses; (3) an average of at least C on all course work; (4) an average of at least C on all courses taken in the area(s) of certification; (5) departmental approval for admission to the teacher education program.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. (The University does not assume responsibility for transportation to schools during student teaching.) For both secondary and intermediate students one semester of the senior year is reserved for the student teaching experience and the block of courses preparatory to that experience in the schools. Students may not take other courses during this semester without the approval of the department chairman.

Teaching Area Requirements

Secondary Certificate

English—Thirty-six credits, including four credits from courses numbered 160–175; at least sixteen credits from courses numbered 300–399; 323; 390.

French—Thirty-six credits, including French 153, 216 or 217, 219, 221, 224, or their equivalents; at least eight credits in French literature beyond 217.

Spanish—Thirty-six credits, including Spanish 153, 215 or 216, 217, 221, 223, 224, or their equivalents; eight credits from 225, 226, 227; at least four additional credits in literature.

French and Spanish—Fifty-six credits, including French 153x, 216, 217, 221, 222, and 224; plus Spanish 153x, either 215 or 216, 219, 221, either 223 or 224; and eight credits from 225, 226, 227, or their equivalents.

German—Thirty-two credits, including German 153, 211, 212; eight credits from German 217, 218, 219, 220; at least twelve credits in German literature beyond 212.

Latin—The requirements are the same as those for the major in Latin.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 231, 332; at least one additional four-credit, 300-level course.

Music—Forty-eight credits, including Music 171, 172, 173, 174, 181, 182, 186, 187, 188; Education 280, 282, 284, 289, and 291.

Science—Ten credits each in biology, chemistry, and physics; eight credits in mathematics; additional work in the area of concentration: biology (twenty credits), chemistry (twenty credits), or physics (seventeen credits). For certification in the individual fields of science, the following are required: biology (thirty credits), chemistry (thirty credits), or physics (twenty-seven credits).

Social Studies—Forty-eight credits, including twenty-four credits in history, with at least six to eight credits in United States history and six to eight credits in world (European) history; twenty credits from politics, sociology, anthropology, or economics, with no more than eight credits in any one area; and four credits in geography. For certification in the individual fields of the social studies, the following are required: economics (twenty-four credits), politics (twenty-four credits), history (twenty-four credits, with at least six to eight credits in United States history and six to eight credits in world [European] history), and sociology (twenty-four credits).

Education courses required for a secondary certificate include Education 201, 202 or 203, 211, 214, 251, 291, and 383.

Intermediate Education

Forty-two credits, including appropriate basic and divisional course requirements; eight credits in language arts; eight credits in social studies; eight credits in sciences; four credits in mathematics; four credits in music or in art; two credits in health and sport science. Remaining certification requirements are obtained through intermediate education courses and an academic concentration in one of the teaching areas of the intermediate grades.

Education courses required for an intermediate certificate include Education 201, 202 or 203, 211, 221, 222, 251, 271, 293, 294, 295, 296, 313, and 383.

A minor in educational studies requires Education 201, 211, 303, 304, 313, and Education 393 or 214. A minor in professional education requires Education 201, 202 or 203, 211, 214, 251, 291, and 383.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202 or 203. School Practicum. (2) Assigned experiences in elementary and secondary schools. Weekly seminar. Pass/Fail only.

211. Educational Psychology. (4) The theories, processes, and conditions of effective teaching/learning. P—Education 201 or permission of instructor.

214. The School and Teaching. (4) Organization of the school system; bases of education; the curriculum; major problems of education and teaching; the role of the teacher; psychological aspects of teaching. P—Education 201 and permission of instructor.

- 221. Children's Literature and Reading.** (4) A survey of the types of literature appropriate for the elementary grades and an investigation of the basic problems in reading.
- 222. The Arts in the Elementary Grades.** (2) The development of skills in music, movement, and fine arts, appropriate to the elementary grades. P—Permission of instructor.
- 223. Health and Physical Education for the Intermediate Grades.** (4) The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for the grade level. P—Education 201 or permission of instructor.
- 250. Student Teaching: Intermediate.** (6) Supervised teaching experience in grades 3–6. Pass/Fail. P—Permission of instructor.
- 251. Student Teaching: Secondary.** (6) Supervised teaching experience in grades 9–12. Pass/Fail. P—Permission of instructor.
- 252. Student Teaching: Early Childhood.** (2) Supervised teaching experience in grades K–4. Pass/Fail. P—Permission of instructor.
- 253. Student Teaching: Middle School.** (2) Supervised teaching experience in grades 6–9. Pass/Fail. P—Permission of instructor.
- 271. Geography: The Human Environment.** (4) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization.
- 272. Geography Study Tour.** (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour.
- 273. Geography: The Natural Environment.** (4) A systematic study of the major components of physical geography with special emphasis on climate and topography.
- 280. Orchestration.** (4) A study of the orchestra and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years.* P—Music 174, 184.
- 281. Public Life and the Liberal Arts.** (4) The course will be devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. *Politics and the Arts* and *Theory and Practice in Public Life* are representative topics.
- 282. Conducting.** (4) A study of choral and instrumental conducting techniques, including practical experience with ensembles. *Offered in alternate years.* P—Music 174, 184.

284. Music Literature Seminar. (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—Music 174, 184, and permission of instructor.

289. Ensemble Methods. (2) A practical study of choral and instrumental techniques. Discussion of tonal development, administration, bibliography, choral and instrumental repertoire, marching band, and instrumental problems. P—Music 101 or 102 or permission of instructor.

291. Methods and Materials. (4) Methods, materials, and techniques used in teaching the various subjects. P—Education 201 and permission of instructor.

Teaching of English. Spring.

Teaching of Foreign Language. Spring.

Teaching of Mathematics. Spring.

Teaching of Music. Spring.

Teaching of Physical Education and Health. Spring.

Teaching of Science. Spring.

Teaching of Social Studies. Spring.

Teaching of Speech Communication. Spring.

Teaching of Theatre Arts. Spring.

292. Primary Methods. (4) Classroom organization, teaching strategies, and materials appropriate to subjects taught in grades K–3. P—Permission of instructor.

293. Intermediate School Curriculum: Theory and Practice. (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment.

294. Methods and Materials for Teaching Language Arts. (3) A survey of the basic materials, methods, and techniques of teaching language arts in the elementary grades. P—Permission of instructor.

295. Methods and Materials for Teaching Social Studies. (3) A survey of the basic materials, methods, and techniques of teaching social studies in the elementary grades. P—Permission of instructor.

296. Methods and Materials for Teaching Science and Mathematics. (4) A survey of the basic materials, methods, and techniques of teaching science and mathematics in the intermediate grades. P—Permission of instructor.

297. Trends and Issues in American Schools. (2) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

301. Microcomputer and Audiovisual Literacy. (4) An introduction to microcomputers for educators and other users, emphasizing a familiarity with computers, use and evaluation of software, and elementary programming skills in BASIC and LOGO. Experience with audiovisual materials and techniques will be included.

302. Production of Instructional Methods. (4) Methods of producing instructional materials and other technological techniques. P—Education 301.

303. History of Western Education. (4) Educational theory and practice from ancient times through the modern period, including American education.

304. Theories of Education. (4) Contemporary proposals for educational theory and practice studied in the context of social issues.

305. Sociology of Education. (4) A study of contemporary society and education, including goals and values, institutional culture, and the teaching/learning process.

306. Studies in the History and Philosophy of Education. (4) A study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.

313. Human Growth and Development. (4) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

323. Educational Statistics. (4) Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Not open to students who have taken Psychology 211 and 212. P—Permission of instructor.

341. Principles of Counseling and Guidance. (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in education, business, and community service agencies.

351. Adolescent Psychology. (4) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

352. Middle School Methods. (4) Exploration of the content and method pertinent to a specific discipline as well as the general methodological and curriculum concerns of learning at the middle school (6–9) level.

383. Reading in the Content Areas. (2) The course provides an introduction to teaching the basic reading skills at the intermediate and secondary level; vocabulary, comprehension, reading rate, selection of texts, and critical and interpretive reading. Particularly stressed are diagnoses of reading problems and techniques for correcting these problems in specific subject content areas.

384. Creative Research Methodologies. (2) An investigation of source materials, printed and manuscript, and research methods which are applied to creative classroom experiences and the preparation of research papers in literature and social studies.

385. Publishing in America and Professional Authorship. (2) A survey of the history of publishing and literary authorship in the United States emphasizing social contexts and the impact of books on American institutions.

387. Tutoring Basic Writing. (2) Review of recent writing theory applicable to teaching basic writers (including the learning disabled and non-native speakers). Special attention to invention strategies and heuristic techniques. Includes experience with tutoring in the Writing Center. A student may not receive credit for both Education 387 and English 387.

391. Teaching the Gifted. (4) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (4) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (2, 4) A project in an area of study not otherwise available in the department of education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (4) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

396. Education in Business and Industry. (4) Educational concepts applied to programs in education and training in business/industrial settings.



English

Robert N. Shorter, Chairman

Professors John A. Carter Jr., Nancy J. Cotton, Doyle R. Fosso,
Thomas F. Gossett, W. Dillon Johnston, Elizabeth Phillips, Lee Harris Potter,
Robert N. Shorter, Edwin Graves Wilson

Associate Professors Andrew V. Ettin, James S. Hans, Robert W. Lovett,
Dolly A. McPherson, William M. Moss, Gillian R. Overing

Assistant Professors Barry G. Maine, Claudia Thomas

Visiting Assistant Professors Anne Boyle, Randy Brandes, Barbara Heusel

Professor of Journalism Bynum Shaw

Lecturer Patricia A. Johansson

Visiting Lecturer Robert A. Hedin

Instructors Kathleen Reuter, Helen Robbins, Emily Seelbinder

The major in English requires a minimum of forty credits, at least thirty-two of which must be in advanced language and literature courses numbered 300 to 399. These courses must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and, early in the major, one seminar. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary types.

A minor in English requires English 160 or 165 and English 170 or 175, plus five advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan with the student a program of study.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade point average of 3.5 in the major and 3.0 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

Lower Division Courses

11. Composition Review. (0) A tutorial in the essentials of standard usage and the basic principles of composition.

105. English Fundamentals. (2) Training in the fundamentals of written English. Satisfactory completion required for entry into English 110. Admission by placement only; does not satisfy the basic composition requirement.

- *110. English Composition.** (4) Training in expository writing; frequent essays based upon readings.
- *112. English Composition and Literature.** (4) Training in expository writing based on the reading of literature. P—Permission of department.
- 160. Survey of Major British Writers.** (4) Eight to ten writers representing different periods and genres.
- 165. Studies in Major British Writers.** (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.
- 170. Survey of Major American Writers.** (4) Nine to eleven writers representing different periods and genres.
- 175. Studies in Major American Writers.** (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.
- 180. Traditions of Humanity: The Liberal Arts.** (2) A study of major concepts of liberal education in the Western world.
- 210. Advanced Composition.** (4) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.
- 225. Reading Short Fiction.** (2) Selected readings from the genre of short fiction designed to increase students' appreciation and pleasure.
- 226. Reading the Novel.** (2) Selected readings from the genre of the novel designed to increase students' appreciation and pleasure.
- 227. Reading Poetry.** (2) Selected readings from the genre of poetry designed to increase students' appreciation and pleasure.
- 228. Reading Drama.** (2) Selected readings from the genre of drama designed to increase students' appreciation and pleasure.
- 245. Literary Approaches to Film.** (2) The study of film as a literary genre, with special attention given to narrative, theme, and structure. Students will apply methods and principles of literary criticism to selected films.
- 299. Individual Study.** (2–4) A course of independent study with faculty guidance. By prearrangement.

**Either 110 or 112 is a prerequisite for all other courses in English unless the basic requirement is waived. Either course fulfills the basic requirement.*

Journalism Courses

270. Introduction to Journalism. (4) Survey of the fundamental principles of news-gathering and news-writing; study of news and news values, with some attention to representative newspapers.

272. Editing. (4) A laboratory course in copy-editing, headline-writing, typography, and make-up; practice on Video Display Terminal. P—English 270.

276. Advanced Journalism. (4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270.

278. History of Journalism. (4) A study of the development of American journalism and its English origins; detailed investigations of representative world newspapers.

284. The Essay. (2) Primarily for those interested in writing for publication, with concentration on writing various types of essays.

298. Internship. (2) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.

299. Individual Study. (2–4) A course of independent study with faculty guidance. By prearrangement.

Writing Courses

285. Poetry Workshop. (2) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (2) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.

383, 384. Theory and Practice of Verse Writing. (4, 4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles.

Advanced Language and Literature Courses

300. Seminar in the Major. (4) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.

301. Individual Authors. (2) Study of selected work from an important American or British author. May be repeated.

302. Ideas in Literature. (2) Study of a significant literary theme in selected works. May be repeated.

304. History of the English Language. (4) A survey of the development of English

syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (4) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose.

311. The Legend of Arthur. (4) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

315. Chaucer. (4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

320. British Drama to 1642. (4) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

323. Shakespeare. (4) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

325. Sixteenth Century British Literature. (4) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

327. Milton. (4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.

328. Seventeenth Century British Literature. (4) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw, prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

330. British Literature of the Eighteenth Century. (4) Representative poetry and prose, exclusive of the novel, 1700–1800, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends.

332. Satire. (4) The nature of the satiric form and the satiric spirit as revealed through reading and critical analysis of significant examples, mostly British and American.

335. Eighteenth Century British Fiction. (4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterns, and Austen.

336. Restoration and Eighteenth Century British Drama. (4) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.

338. British Literature of the Late Eighteenth Century. (4) A study of the period's interest in the exotic, the gothic, the oriental, and the medieval. Authors include Goldsmith, Burns, Walpole, and Burke.

- 340. Studies in Women and Literature.** (4) A. The woman writer in society. B. Feminist critical approaches to literature.
- 350. British Romantic Poets.** (4) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.
- 353. Nineteenth Century British Fiction.** (4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.
- 354. Victorian Poetry.** (4) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.
- 360. Studies in Victorian Literature.** (4) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.
- 362. Blake, Yeats, and Thomas.** (3 or 4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.
- 364. Studies in Literary Criticism.** (4) Consideration of certain figures and schools of thought significant in the history of literary criticism.
- 365. Twentieth Century British Fiction.** (4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.
- 367. Twentieth Century Poetry.** (4) Readings of major poets from 1900 to 1965 in relation to the development of Modernism.
- 368. Studies in Irish Literature.** (4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.
- 369. Modern Drama.** (4) Main currents in modern drama from nineteenth century naturalism and symbolism through expressionism and absurdism, including representative plays by Shaw, O'Neill, Williams, and Pinter.
- 370. American Literature to 1820.** (4) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.
- 372. American Romanticism.** (4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.
- 376. American Poetry from 1855 to 1900.** (4) Readings from at least two of the following poets: Whitman, Dickinson, Melville.
- 378. Literature of the American South.** (4) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

380. American Fiction from 1865 to 1915. (4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

381. Studies in Black American Literature. (4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.

382. Modern American Fiction, 1915 to the Present. (4) To include such writers as Lewis, Hemingway, Fitzgerald, Faulkner, Steinback, Wolfe, Wright, Katherine Anne Porter, Mailer, Bellow, Malamud, Flannery O'Connor, Baldwin, and Styron.

386. Directed Reading. (2-4) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

388. Honors in English. (4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."

389. The Use of the Library in Literary Research. (2) Attention to materials, methods, and bibliography for the study of literature.

390. The Structure of English. (4) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

395. Contemporary American Literature. (4) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

German and Russian

Larry E. West, Chairman

Professors Ralph S. Fraser, Wilmer D. Sanders, Timothy F. Sellner,

Larry E. West

Associate Professor William S. Hamilton

Instructor Christa Carollo

A major in German requires thirty-seven credits beyond German 111, 112. These must include German 217 and should include 281 and 285. A minor in German requires five courses beyond German 153, one of which must be German 217.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must complete a senior research project and pass a comprehensive examination. For additional information members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin and for programs of study at Freiburg and Vienna administered by the Institute of European Studies. Majors and minors are encouraged to live for at least one semester in the German House.

111, 112. Elementary German. (4, 4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

113. Intensive Elementary German. (5) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.

153. Intermediate German. (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—German 112 or 113.

153x. Intermediate German. (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (4) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. They attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. Pass/Fail. *Offered in summer.* P—German 112 or 113.

215, 216. Introduction to German Literature. (4, 4) The object of this course is to acquaint the student with masterpieces of German literature. Parallel reading and reports. P—German 153 or equivalent.

217. Composition and Grammar Review. (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—German 153 or equivalent.

218. Conversation and Phonetics. (4) A course in spoken German emphasizing facility of expression. Considerable attention is devoted to phonetics. P—German 153 or equivalent.

219. Advanced Composition. (4) A study of advanced grammar and composition. English texts translated into German in addition to free composition in German. P—German 217 or equivalent.

220. German Civilization. (4) A survey of contemporary German culture, including a study of its historical development in broad outline. The course is conducted in German. P—German 153 or equivalent.

240. Modern Masterworks in Translation. (2) Examination and interpretation of selected texts in English translation. Literary periods, genres, and authors will vary according to instructor. Does not count toward a major or minor in German.

249. Old High German and Middle High German Literature. (4) The study of major writers and works from these two areas; emphasizes major writings of the chivalric period. P—German 215, 216, or equivalent.

250. Renaissance, Reformation, and Baroque German Literature. (4) A study of major writers and works from the post-chivalric period to approximately 1700. P—German 215, 216, or equivalent.

253. Eighteenth Century German Literature. (4) A study of major writers and works of the Enlightenment and *Sturm und Drang*. P—German 215, 216, or equivalent.

263. German Literature of the Nineteenth Century I. (4) Poetry, prose, dramas, and critical works from approximately 1795 to 1848. P—German 215, 216, or equivalent.

264. German Literature of the Nineteenth Century II. (4) Readings from the beginnings of Poetic Realism to the advent of Naturalism. P—German 215, 216 or equivalent.

270. Individual Study. (2–4) Studies in literature not ordinarily read in other courses. P—German 215, 216, and permission of instructor.

281. Seminar: Twentieth Century Prose. (4) Intensive study of certain works by Thomas Mann, Hesse, and Kafka, plus considerable outside reading. P—German 215, 216, or equivalent.

285. Seminar in Goethe. (4) *Faust*, Part I and other major dramas by Goethe and Schiller. Parallel readings in other works by these authors. P—German 215, 216, or equivalent.

287, 288. Honors in German. (3, 3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

Russian

A minor in Russian requires five courses beyond 153, one of which must be Russian 221.

111, 112. Elementary Russian. (4, 4) The essentials of Russian grammar, conversation drill, and reading of elementary texts. Lab required. P—Permission of instructor.

153. Intermediate Russian. (5) Training in principles of translation with grammar review and conversation practice. Lab required. P—Russian 112 or equivalent.

153x. Intermediate Russian. (4) Open by placement or permission. Lab required.

215. Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P—Russian 153 or equivalent.

216. Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P—Russian 153 or equivalent.

217. Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

218. Seminar in Contemporary Russian Literature. (4) Reading of representative works in Russian with discussion of political and cultural backgrounds. P—Russian 153 or equivalent.

221. Advanced Conversation and Composition. (4) Study of grammar at the advanced level. Intensive practice in composition and conversation based on themes in a review text and on articles from the Soviet press.

Health and Sport Science

William L. Hottinger, Chairman

Professors William L. Hottinger, Paul M. Ribisl

Associate Professors Dorothy Casey, Leo Ellison, Stephen Messier,

W. Jack Rejeski

Assistant Professor Michael J. Berry

Instructors Donald Bergey, Rebecca Myers, David Stroupe, Janice Hall Weiss

The purpose of the department of health and sport science is to organize, administer, and supervise (1) *a health and sport science curriculum*; (2) *a required/elective health and sport science program* consisting of conditioning activities, dance, and lifetime sport activities; and (3) *an intramural sports program*.

Health and Sport Science Requirement

All entering students are required to complete two courses in health and sport science: *Foundations of Health and Physical Fitness* (111), and one additional course selected from the 100-series of health and sport science courses. The requirement must be completed before elective courses are taken. It is recommended that the requirement be completed by the end of the student's first year; it must be completed by the end of the second year.

Courses in Basic Instruction and Elective Health and Sport Science

All the courses listed below are offered for one credit each.

- 111. *Foundations of Health and Physical Fitness*
- 112. *Sports Proficiency*
- 113. *Adaptive Physical Activity*
- 114. *Weight Control*
- 115. *Physical Conditioning*
- 116. *Weight Training*
- 119. *Aerobic Dancing*
- 120. *Beginning Dance Technique*
- 121. *Intermediate Dance Technique* (P—Health and Sport Science 120 or permission of instructor)
- 122. *Advanced Dance Technique* (P—Health and Sport Science 121 or permission of instructor)
- 123. *Dance Composition* (P—Health and Sport Science 121)
- 124. *Social Dance*
- 125. *Folk and Social Dance*
- 126. *Jazz Dance*

- 127. *Classical Ballet*
- *128. *Dance Theatre* (P—Permission of instructor)
- 130. *Beginning Tumbling/Free Exercise*
- 131. *Intermediate Tumbling/Free Exercise*
- 132. *Beginning Gymnastic Apparatus*
- 133. *Intermediate Gymnastic Apparatus*
- 134. *Acro-Sports*
- 140. *Beginning Swimming*
- 141. *Intermediate/Advanced Swimming*
- 143. *Water Ballet/Synchronized Swimming*
- 144. *Springboard Diving*
- 145. *Advanced Lifesaving and Cardio-Pulmonary Resuscitation*
(P—Strong swimming ability)
- 146. *Water Safety Instructor's Course* (P—Current advanced lifesaving certification)
- 150. *Beginning Tennis*
- 151. *Intermediate Tennis*
- 152. *Advanced Tennis* (P—Health and Sport Science 151 or permission of instructor)
- 154. *Beginning/Intermediate Badminton*
- 155. *Beginning Squash Racquets*
- 156. *Beginning Racquetball*
- 157. *Intermediate Racquetball*
- 160. *Beginning Golf*
- 161. *Intermediate Golf*
- 162. *Archery*
- 163. *Bowling*
- 164. *Beginning/Intermediate Handball*
- 165. *Recreational Games*
- 170. *Volleyball*
- 171. *Soccer*
- 175. *Wrestling*
- 176. *Fencing*
- 179. *Beginning Horseback Riding*
- 180. *Intermediate/Advanced Horseback Riding*
- 181. *Snow Skiing*
- 182. *Beginning Ice Figure Skating*
- 183. *Intermediate/Advanced Ice Figure Skating*
- 190. *Karate*
- 191. *Yoga*

Courses for the Major and Minor

The department offers a program leading to the BS degree in health and sport science. A major requires forty-four credits and must include Health and Sport

*One course taken two semesters for one credit. May be repeated for a maximum of three credits.

Science 203, 204, 209, 212, 230, 350, 351, 352, 353, 360, and 370. A maximum of five 100-level activity courses can be counted toward the major, excluding the University requirement. Students can meet the qualifications for athletic training by completing the major plus Health and Sport Science 241, 264, and 363 and Sports Medicine 201 and 302.

A minor in health and sport science requires twenty-four credits. Twelve credits must be selected from Health and Sport Science 350, 351, 352, 353, 354, 360, and 370. The remaining twelve credits may be selected from these courses but may also include Health and Sport Science 209, 212, 230, 241, 264, and 363. To minor, a student must have department approval.

A dance minor requires twenty-four credits and must include Health and Sport Science 120, 121, 122, 123, 126, 127, 128, and 201; Music 101; Speech Communication and Theatre Arts 121; and History of Dance 104 (offered at Salem College). The remaining credits may be selected from Health and Sport Science 191, 370; Music 161, 165p, 165r, 165v, 166r, 168v, 190, 261; and Speech Communication and Theatre Arts 122, 221, 317, and 319.

Highly qualified majors are invited by the department to apply for admission to the honors program. Upon successfully meeting specifically outlined requirements, they are recommended for graduation with "Honors in Health and Sport Science." Consult an adviser in the health and sport science department for more information.

Any student interested in majoring in health and sport science should consult the chairman of the department as soon as possible after entering the University.

201. Senior Dance Project. (2) A course involving the creative process of developing a dance.

203. Exercise Prescription/Training I. (2) A lecture/laboratory course which presents the basic principles of safe and effective exercise prescription for people of all ages. Lectures emphasize the scientific concepts of exercise preparation for aerobic-type activities. Laboratory sessions emphasize the application of these concepts.

204. Exercise Prescription/Training II. (2) A laboratory course which emphasizes the principles of exercise prescription and conditioning in aquatics and weight training. Emphasis on application of scientific concepts, including measurement and evaluation, to these activities. P—Health and Sport Science 203.

205. Basic Skin and Scuba Diving and Open Water Certification. (2) A course in skin and SCUBA diving that offers international certification by the Professional Association of Diving Instructors (PADI).

208. Current Topics in Sports Psychology. (2) A survey of the field with an emphasis on current topics. Students may not receive credit for both 208 and 212.

209. Introduction to Health and Sport Science. (2) A course which traces the history of exercise and sport science. Students also examine the relevance of health and sport science in modern society.

212. Exercise and Health Psychology. (4) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to

wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—Psychology 151 or permission of instructor.

223. Health and Physical Education for the Intermediate Grades. (4) The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for the grade level. P—Education 201 or permission of instructor.

230. First Aid and CPR. (2) A course in first aid and cardiopulmonary resuscitation. Red Cross certification offered in both areas.

241. Growth, Development, and Physical Activity. (2) An examination of the effect of physical activity on physical, intellectual, and social/psychological development.

264. Adapted Physical Activity. (2) A survey of physical disabilities and ways that physical activity programs can be adapted to meet the needs of the disabled.

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. P—Permission of instructor.

350. Human Physiology. (4) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, skeletal, cardiovascular, pulmonary, and nervous systems. P—Biology 111 or permission of instructor.

351. Nutrition and Weight Control. (4) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—Health and Sport Science 350 or permission of instructor.

352. Human Gross Anatomy. (4) A lecture/laboratory course which studies the structure and function of the human body. Laboratory devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems.

353. Physiology of Exercise. (4) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, somatotype and body composition, weight control, sex-related differences, and environmental influences. P—Health and Sport Science 350 or permission of instructor.

354. Laboratory Techniques in Exercise Science. (4) A laboratory course which demonstrates the concepts of the physiological response to exercise. Weekly experiments on a variety of topics give students hands-on experience with data collec-

tion methods. Experimental results are analyzed and presented in written lab reports. P—Health and Sport Science 353.

360. Evaluation and Measurement. (4) A course in applied univariate statistics and measurement techniques in exercise and sport science. Students are introduced to both the BMDP statistical software package and the use of microcomputers for data management.

363. Personal and Community Health. (4) A study of life-time personal health needs and the community's role in administering health programs.

370. Biomechanics of Human Movement. (4) Study of the mechanical principles which influence human movement, sport technique, and equipment design.

382. Individual Study. (1–4) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course.

Sports Medicine

201. Basic Athletic Training. (4) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries.

302. Advanced Athletic Training. (4) An in-depth analysis of preventive measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. P—Health and Sport Science 352.



History

Richard C. Barnett, Chairman

Worrell Professor of Anglo American Studies James Ralph Scales
Professors Richard C. Barnett, James P. Barefield, Cyclone Covey,
Balkrishna Govind Gokhale, J. Edwin Hendricks, Thomas E. Mullen,
Percival Perry, David L. Smiley, J. Howell Smith, Lowell R. Tillett,
W. Buck Yearns, Richard L. Zuber

Associate Professors Merrill G. Berthrong, David W. Hadley,
Michael L. Sinclair, Alan J. Williams

Visiting Associate Professor Reinhold Mueller (Venice)

Assistant Professors Michael L. Hughes, Susan P. McCaffray
Lecturer Negley Boyd Harte (London)

The major in history consists of a minimum of thirty-six credits and must include History 310, from six to eight credits in European history, three or four credits in non-Western history, and from six to eight credits in American history. One of the American history courses must be 151, 152, or 153.

A minor in history requires twenty-four credits.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete satisfactorily History 287 and 288. For additional information, members of the departmental faculty should be consulted.

Students contemplating graduate study should take historiography and should acquire a reading knowledge of one modern foreign language (preferably French, German, or Russian) for the MA degree and two for the PhD degree.

101. The Rise of the West. (4) A survey of ancient, medieval, and early modern history to 1700.

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present.

131. European Historical Biography. (2) Study of biographies of men and women who have influenced the history and civilization of Europe.

151, 152. The United States. (4, 4) Political, social, economic, and intellectual aspects. 151: before 1865; 152: after 1865. Students who take History 153 may not take either of these courses for credit.

153. The United States. (4) A topical survey combining 151 and 152. Not open to students who take either 151 or 152.

160. Freud. (4) An investigation of Freud's basic ideas in the context of his time. Books to be read include *The Interpretation of Dreams*, *Civilization and its Discontents*, and Jones' biography in the Trilling abridgement.

211. Colloquium. (1-4)

- 215, 216. The Ancient World.** (4, 3, or 4) Critical focus on the Greeks in the fall and Romans in the spring, but in global context of paleolithic to medieval; psychological/philosophical emphasis.
- 221. The Middle Ages.** (4) A survey of European history, 400–1300, stressing social and cultural developments.
- 224. The Reformation.** (2) Europe in the age of the Reformation.
- 2260. History of London.** (4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*
- 2262. The Golden Age of Burgundy.** (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384–1477. *Offered in Dijon.*
- 2263. Venetian Society and Culture.** (4) An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*
- 232. European Historical Novels.** (2) Study of the accuracy and value, from the stand-point of the historian, of a selection of historical novels.
- 2370. Churchill.** (4) The life and times of Britain's World War II leader (1874–1965). *Offered in London.*
- 238. Twentieth Century Europe.** (4) Advent of modernism, World Wars I and II, totalitarianism, the Cold War, and Europe in the post-European era.
- 2380. Scandal in Government: US and British Models.** (4) A study of corruption in the governments of the two great democracies from the rise of the parliamentary system in the eighteenth century to Watergate and the present time. *Offered in London.*
- 240. Afro-American History.** (4) The role of Afro-Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.
- 264. Economic History of the United States.** (4) The economic development of the United States from colonial beginnings to the present.
- 265. American Diplomatic History.** (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.
- 270. Oral History.** (4) How to research family and community history with the tape recorder.
- 272. Modern Latin America.** (4) A survey of Latin American history since Independence, with emphasis on the twentieth century. The course will concentrate chiefly on economics, politics, and race.

287, 288. Honors in History. (4, 4) 287: seminar on problems of historical synthesis and interpretation; 288: writing of a major paper and examination on a special field.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

311, 312. Social and Intellectual History of Modern Europe. (4, 4) Intellectual trends in Western European civilization. 311: seventeenth and eighteenth centuries; 312: nineteenth and twentieth centuries.

313, 314. European Economic and Social History 1300–1973. (4, 4) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors. 313: 1300–1750; 314: 1750–1973.

319, 320. Germany. (4, 4) 319: origins of the German nation and the rise of Prussia in a context of particularism; 320: from Bismarck to divided Germany.

321, 322. France. (4, 4) 321: from prehistoric Gaul to 1788, with particular emphasis on the sixteenth, seventeenth, and eighteenth centuries; 322: 1788 to the present.

323, 324. England. (4, 4) A political and social survey, with some attention to Continental movements. 323: to 1603; 324: 1603 to present.

325. Tudor and Early Stuart England. (4) A constitutional and social study of England from 1485 to 1641.

331, 332. Russia. (4, 4) Political, social, economic, and cultural history of Russia. 331: origins to 1861; 332: Imperial and Soviet Russia since 1861.

333. European Diplomacy, 1848–1914. (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

335, 336. Italy. (4, 4) 335: medieval and Renaissance Italy to 1529; 336: 1529 to the present.

339. India in the English Mind. (4) An exploration of the changing images of India, its people, and culture as reflected in English literature, especially Kipling, Forster, Kaye, and Paul Scott. The three major themes will be confrontation, accommodation, and nostalgia.

3400. The Company as an Empire Builder. (4) A study of the role of the English East India Company in London politics and economic policy as it affected the development of the Indian empire and its governance. *Offered in London.*

341. Southeast Asia from 1511 to the Present. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.

342. The Middle East from Suleiman the Magnificent to the Present. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

343. Imperial China. (4) A study of traditional China to 1980, with emphasis on social, cultural, and political institutions.

344. Modern China. (4) A study of China from 1644 to the present.

345, 346. History and Civilization of South Asia. (4, 4) An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life of the area.

348. Modern Japan. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

351, 352. American Society and Thought. (4, 4) A non-political topical survey of American culture and lifestyles. Topics include religion, science, education, architecture, and immigration.

353. Colonial English America, 1582–1774. (4) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763–1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

355. The Westward Movement. (4) The role of the frontier in United States history, 1763–1890.

356. Jacksonian America, 1815–1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (2, 4) National progress and problems during an era of rapid industrialization. The course may be divided into halves for two credits each: (a) the Gilded Age; (b) the Progressive Era.

359. The United States from Versailles through World War II. (4) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.

360. The United States since World War II. (4) Trends and changes in the nation from World War II to the present.

362. American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

363, 364. The South. (4, 4) Geography, population elements, basic institutions, and selected events.

365. Women in American History. (4) A survey of the roles and activities of women in America, with emphasis upon selected individuals.

366. Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.

369. The American Military Experience. (4) A survey of the military ideas and activities of the American people and their armed forces, with emphasis on the relationship between war and society.

391, 392. Historiography. (4, 3) The principal historians and their writings from ancient times to the present. 391: European historiography; 392: American historiography.

398. Individual Study. (1–4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1–4) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities

William S. Hamilton, Coordinator

Reynolds Professor of American Studies Maya Angelou

Associate Professor Robert L. Utley Jr.

121. Introduction to Women's Studies. (4) An interdisciplinary course, taught by faculty representing at least two fields, that integrates materials from the humanities and the social sciences. Topics include methods and goals of women's studies, feminist critical theory, and the place of women in culture and society.

Humanities courses 213–218 are designed to introduce students to European and Latin American works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors as indicated below.

213. Studies in European Literature. (4) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) Texts studied are by such authors as

Hoffmann, Kafka, Dostoevsky, Dinesen, Ibsen, Pushkin, and Chekhov. Satisfies a Division I requirement.

216. Romance Literature. (4) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division I requirement.

217. European Drama. (4) Texts studied are by such authors as Molière, García-Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division I requirement.

218. Eastern European Literature. (4) Texts studied are by such authors as Tolstoy, Solzhenitsyn, Gogol, Andrić, Milosz, and Szabó. Satisfies a Division I requirement.

250. Discovering the Visual and Verbal Modes of the Twentieth Century. (4) An exploration of the ideas, values, and feelings found in the art and literature of representative twentieth century figures: Kandinsky, Stevens, Picasso, Kafka, Léger, Beckett, Klee, Ionesco, Pollock, Faulkner, Chagall, Barth, and others.

255. Twentieth Century Issues in the Arts. (4) An interdisciplinary investigation of twentieth century issues in the arts, taught by art, music, and theatre faculty; topics change yearly; participation by local, regional, and national authorities in the arts. P—Art 103, or Music 101 or 102, or Theatre Arts 121, or permission of instructor.

280. Reason and Revelation. (4) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches will be considered through a reading of such authors as Plato, Hesiod, Artistophanes, and St. Thomas Aquinas, and of selections from the Bible.

282. Public Life and Liberal Arts. (4) The course will be devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.

283. Nature and History in Modern Moral and Social Life. (4) The subject as viewed through such representative writers as Spinoza, Flaubert, Pascal, Eckermann, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

321. Seminar in Women's Studies. (4) Consideration of theoretical and methodological questions and research on current topics in women's studies.

340. Race in the Southern Experience before Emancipation: Four Voices. (1, 2) Selected writings of David Walker, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe. Pass/Fall only. (Credit not given for Humanities 340 if the student has completed Humanities 341.)

341. Race, Politics, and Literature: Aspects of American Life from 1830 to 1930. (4) An examination of the evolution of significant ideas in American civilization. A careful reading of Frederick Douglass, Harriet Beecher Stowe, W. E. DuBois, Mark Twain, and others. *Offered in the fall.*

344. African Culture and Its Impact on the US. (1) A condensed version of Humanities 345, offered as a minicourse in the spring. Pass/Fail only. (Credit not given for Humanities 344 if the student has completed Humanities 345.)

345. African Culture and Its Impact on the US. (4) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. The course will include an evaluation of American mores. *Offered in the fall.*

350. What the Arts Have Been Saying since 1800. (4) An experiment in developing interpretive judgment and insight regarding music, painting, and literature as articulations of the frontier consciousness of the period.

352. The Classical and Surreal Tradition. (4) A venture to define and differentiate classical and surreal modes of perception throughout history, their paradoxical relationship to each other and to complementary styles, considered in philosophy, music, literature, and painting.

354. The Creative Response to Radical Change. (4) A comparative inquiry into the ways in which the American mind has been shaped by works of literature and art that reflect radical changes in society. Readings from ancient, medieval, and modern periods include the Bible and works of Tacitus, Castiglione, Hoffmann, and Wharton.

355. Forms and Expressions of Love. (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art.

356. Humanism, "Secular" and Religious. (4) Exploration of the nature of humanism through examination of similarities and differences among various forms. Types to be considered are: Classical (Platonic, Aristotelian, Stoic, and Epicurean); Christian; modern naturalistic; and Confucian.

358. An Editor Looks at the Rights of American Citizens, 1965–Present. (2, 3, or 4) Current developments in the field of constitutional rights as seen by a newspaper editor.

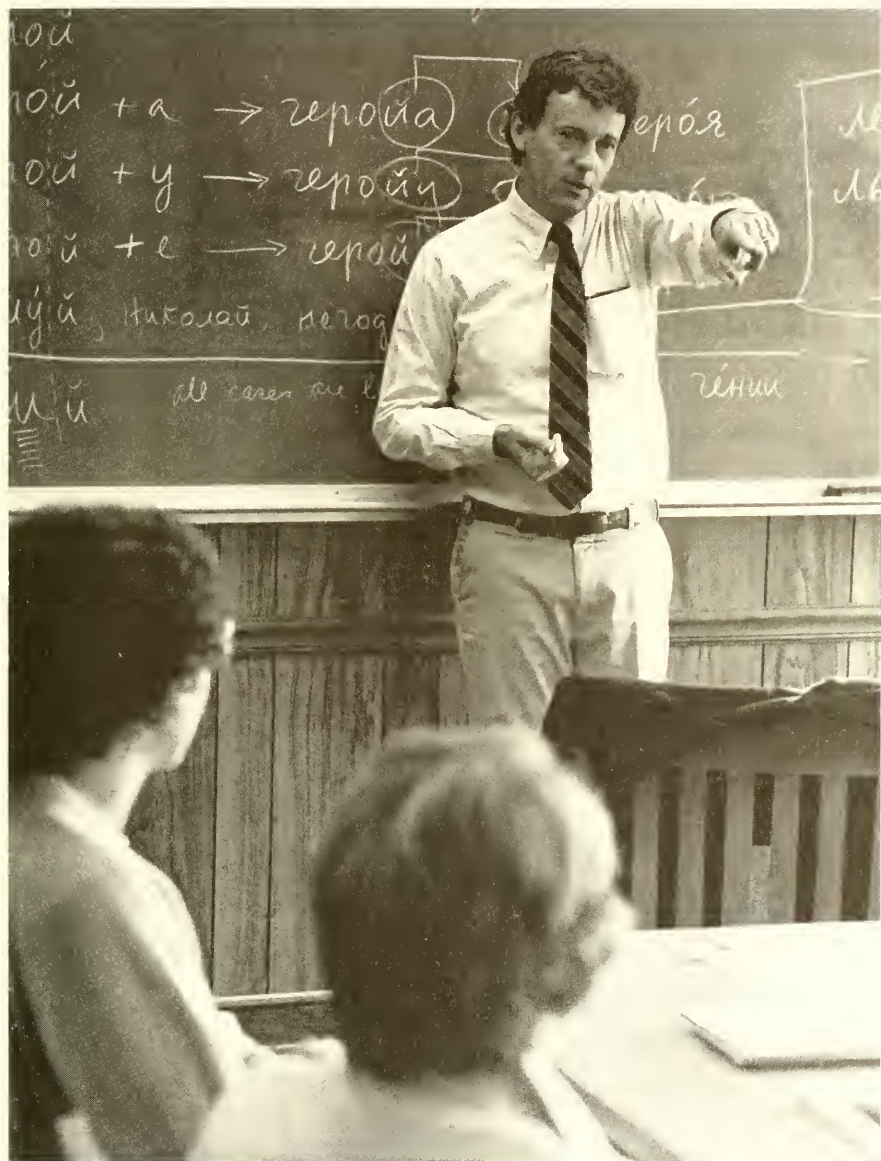
360. The Promise and Perils of the Nuclear Age. (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry.

381. Solzhenitsyn: Witness, Survivor, and Critic. (4) A critical analysis of the political and literary development of Solzhenitsyn as seen in his major novels, poems, and plays.

382. Italian Cinema and Society. (4) A survey of some of Italy's greatest postwar

films with special attention to issues and problems in Italian society as treated by major directors such as Fellini, De Sica, Rossellini, Antonioni, and Olmi.

396. Individual Study. (2–4) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.



Interdisciplinary Honors

Paul M. Gross Jr., Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (4, 4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (4, 4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

***233. Darwinism and the Modern World.** (4) A study of the Darwinian theory of evolution and the impact of evolution and evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

***235. The Ideal Society.** (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

***237. The Scientific Outlook.** (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

**One or more offered each year at the discretion of the Committee on Honors.*

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- *238. Romanticism.** (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.
- *239. Man and the Irrational.** (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.
- *240. Adventures in Self-Understanding.** (4) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.
- *241. The Tragic View.** (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.
- *242. The Comic View.** (4) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.
- *244. Man and the Structure of the Universe.** (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.
- *246. Man and the Environment.** (4) An interdisciplinary examination of man and society in relation to the environment.
- *247. The Mythic View.** (4) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).
- *248. The Ironic View.** (4) An investigation of the ironic view of life in literature, art, history, theatre, and film.
- *249. Forms and Expressions of Love.** (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art.
- *250. Ethical Dilemmas in the Arts and Sciences.** (4) An exploration of contemporary issues and controversies in the sciences and art, particularly those involved with ethical questions resulting from new concepts and discoveries.
- *252. The Mechanistic View of Nature.** (4) A study of the controversies, both scientific and philosophical, arising in the seventeenth century between Cartesians, Newtonians, and Leibnizians about the nature and limits of human knowledge.

***253. Revolutions in Modern Science.** (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor.

***254. The Promise and Perils of the Nuclear Age.** (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry.

281. Directed Study. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

Mathematics and Computer Science

Marcellus E. Waddill, Chairman

Professors John V. Baxley, Richard D. Carmichael, Ivey C. Gentry,
Frederic T. Howard, James Kuzmanovich, J. Gaylord May, W. Graham May,
John W. Sawyer Jr., Ben M. Seelbinder, Marcellus E. Waddill

Associate Professors Elmer K. Hayashi, David J. John, Ellen E. Kirkman

Assistant Professor Stan J. Thomas

Lecturer Gene T. Lucas

Instructors Jule M. Connolly, Eric E. Fink

A major in mathematics requires a minimum of forty credits. A student must include courses 111, 112, 113, 121, 221; one of the courses 311, 317, 352, 357; and at least two additional 300-level courses. A prospective teacher in the education block may take 231 in lieu of the course from 311, 317, 352, or 357. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

A major in computer science requires thirty-six credits in computer science and three courses in mathematics. The courses in computer science must include 173, 271, 275, 277, and 279. The required courses in mathematics are 117 plus two additional courses numbered 108 or higher. Students considering graduate work in computer science should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four courses (sixteen credits) in computer science numbered higher than 171 and two courses in mathematics other than 105.

A minor in mathematics requires Mathematics 111, 112, either 121 or 113, and

**One or more offered each year at the discretion of the Committee on Honors.*

three other courses numbered higher than Mathematics 108, two of which must be numbered above 200.

A minimum GPA of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

A regularly scheduled activity in mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (for example, finite differences, game theory, Monte Carlo method, divergent series).

The department of mathematics and computer science and the department of economics offer a joint major leading to a Bachelor of Science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 150, 205, 207, 208, 215, 218; and three additional courses chosen with the approval of the program advisers. Recommended courses are Mathematics 253, 311, 312, 348, 352, 353, 357, 358 and Economics 206, 212, 223, 232, 235, 251. Students selecting the joint major must receive permission from both the department of mathematics and computer science and the department of economics.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or in the joint major. To be graduated with the designation "Honors in Mathematics," or "Honors in Mathematical Economics," they must complete satisfactorily a senior research paper and pass a comprehensive oral or written examination. For additional information members of the departmental faculty should be consulted.

Computer Science*

171. Introduction to Computer Programming. (2) Lecture and laboratory. A first course in computer programming. Does not count toward computer science major or minor.

173. Fundamentals of Computer Science. (4) Lecture and laboratory. A course in structured programming, problem solving, and coding in a high-level programming language. P—Computer Science 171 or equivalent.

175. File Processing Techniques with COBOL. (4) Lecture and laboratory. A study of file access and organization techniques for processing direct and sequential files using the COBOL languages. P—Computer Science 171 or Computer Science 173.

271. Computer Software Organization. (4) Lecture and laboratory. A study of the ways information is stored and handled in a computer; an introduction to machine and assembly language. P—Computer Science 173 and Mathematics 117.

*Other courses in which computing is used or taught extensively are Mathematics 355, Physics 130, and Physics 330.

272. Computer Hardware Organization. (4) Lecture and laboratory. Basic computer architecture. Study and design of combinational logic circuits, arithmetic units, and memory devices. P—Computer Science 271.

275. Data Structures. (4) Lecture and laboratory. Data representation and manipulation. Includes the data types of list, string, tree, set, and graph. P—Computer Science 172 and Mathematics 117.

277. Programming Languages. (4) Lecture and laboratory. A study of the properties of programming languages including syntax, semantics, control structures, and run-time representations. P—Computer Science 173 and Mathematics 117.

279. Algorithm Design. (4) Lecture and laboratory. Techniques for designing and analyzing algorithms. Topics include sorting and searching, graph algorithms, geometric algorithms, pattern matching, and data compression techniques. P—Computer Science 173 and Mathematics 117.

361. Selected Topics. (2, 3, or 4) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. P—Permission of instructor.

372. Compilers. (4) Lecture and laboratory. A study of techniques for compiling computer languages including scanning, parsing, translating, and generating code. P—Computer Science 271 and Computer Science 275.



374. Database Management Systems. (4) Lecture and laboratory. An introduction to large scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—Computer Science 275.

375. Operating Systems. (4) Lecture and laboratory. The study of algorithms for sequencing, controlling, scheduling, and allocating computer resources. P—Computer Science 271 and Computer Science 275.

377. Theory of Computation. (4) Basic theoretical principles of computer science. Topics include the relationship between automats and grammars, Church's thesis, unsolvability, and computational complexity. P—Computer Science 279.

379. Artificial Intelligence. (4) An introduction to problems in artificial intelligence. Techniques of representation and heuristic search in areas such as problem solving, pattern recognition, theorem proving, and information processing. P—Computer Science 279.

381. Individual Study. (2, 3, or 4) A course of independent study directed by a faculty adviser. By prearrangement. Not to be counted toward the minor in computer science.

391, 392. Senior Research. (2, 2) A two-semester directed course of study. By prearrangement.

Mathematics

105. Fundamentals of Algebra and Trigonometry. (2, 3, or 4) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

108. Essential Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 108 and 111. A student who might take additional calculus should not take Mathematics 108. Lab—two hours.

109. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours.

111, 112. Calculus with Analytic Geometry I, II. (5 or 4, 5 or 4) Calculus of functions of one variable; infinite series. Computer lab using BASIC. No student allowed credit for both 108 and 111.

113. Multivariable Calculus. (4) Vector and space curves. Differentiable functions; surfaces and max-min problems. Multiple integrals and Green's theorem. P—Mathematics 112.

117. Discrete Mathematics. (4) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean alge-

bra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics.

121. Linear Algebra. (4) Vectors and vector spaces, linear transformations and matrices, linear groups, and determinants.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—Mathematics 121.

231. Euclidean Geometry. (4) Postulates, definitions, theorems, and models of Euclidean geometry.

251. Ordinary Differential Equations. (4) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—Mathematics 112.

253. Operations Research. (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—Mathematics 111.

311, 312. Advanced Calculus I, II. (4, 4) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of n real variables, implicit and inverse function theorems. P—Mathematics 113.

317. Complex Analysis I. (4) Analytic functions. Cauchy's theorem and its consequences, power series, and residue calculus. P—Mathematics 113.

322. Modern Algebra II. (4) A continuation of modern abstract algebra through the study of additional properties of groups and fields and a thorough treatment of vector spaces. P—Mathematics 221.

323, 324. Matrix Theory I, II. (4, 4) Basic concepts and theorems concerning matrices and real number functions defined on preferred sets of matrices. P—Mathematics 121.

332. Non-Euclidean Geometry. (4) Postulates, definitions, theorems, and models of Lobachevskian and Riemannian geometry.

345, 346. Elementary Theory of Numbers I, II. (4, 4) Properties of integers, congruences, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.

348. Combinatorial Analysis. (4) Enumeration techniques, including generating functions, recurrence formulas, the principle of inclusion and exclusion, and Polya's theorem.

351. Applied Analysis. (4) Topics which have proved useful in the physical sciences, including vector analysis and complex analysis.

352. Partial Differential Equations. (4) The separation of variables technique for the

solution of the wave, heat, Laplace, and other partial differential equations, with the related study of the Fourier transform and the expansion of functions in Fourier, Legendre, and Bessel series. P—Mathematics 251 or permission of instructor.

353. Mathematical Models. (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences. P—Mathematics 253.

355. Numerical Analysis. (4) A computer-oriented study of analytical methods in mathematics. Lecture and laboratory. P—Mathematics 112 and Computer Science 173.

357, 358. Mathematical Statistics I, II. (4, 4) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—Mathematics 113 or P—Permission of instructor.

361. Selected Topics. (2, 3, or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (2, 3, or 4) A course of independent study directed by a faculty adviser. By prearrangement.

Military Science

Lieutenant Colonel Thomas A. Glenn, Professor

Major Heyward G. Brown, Major James W. DeVocht, Captain Scott A. Fernald,

Captain Horace S. Tucker, Captain Scott A. Marquardt, Assistant Professors

Sergeant Major Charles F. Richardson,

Sergeant First Class James R. Degenkolb, Staff Sergeant Johnny Ferguson

Completion of the Reserve Officers' Training Corps requirements results in the conferring of a commission as a second lieutenant in the United States Army. The basic courses (100-level) are designed to provide the fundamentals of military history, Army organization and operation, leadership, and managerial assessment methods. No military obligation is incurred by enrollment in the basic courses. They are primarily for freshmen and sophomores; others must seek permission of the instructor. The advanced courses (211, 212, 251, 252) provide study in professional knowledge subjects and development of the managerial skills required for commissioning.

110. ROTC and the National Defense. (1) Introduction to the Reserve Officers' Training Corps program, the United States Army, and the basic professional knowledge subjects.

111. Military History. (2) Survey of the ideas and activities of the American people which contributed to the development of the Armed Forces; relationship between war and society.

112. Operations in Special Environments. (2) Planning and preparation for military operations in mountain, desert, jungle, and arctic environments; fundamentals of survival; mountaineering techniques.

113. Tactical Considerations of Modern Battle. (2) A progressive study of tactical techniques from the ancient hoplite to the mechanized battalion task force. Emphasis on NATO vs. Warsaw Pact. Extensive use of simulations.

114. Leadership. (2) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

116. Orienteering. (2) A study of navigational aids, linear time/distance relationships, and mapping techniques. Includes navigating in unfamiliar terrain.

117, 118. Leadership Laboratory. (1, 1) Develops basic military skills of command, drill, and ceremonies. Prepares the student to command a military formation. Pass/Fail only.

211, 212. First-Year Advanced. (2, 2) Accelerated leadership training; professional knowledge subjects; preparation for ROTC Advanced Summer Camp; advanced instruction on the Soviet Army. Lab—one and one-half hours per week. P—Credit for one of the following:

(1) 110, 114, 115, and an optional two-credit course (Health and Sport Science 111 may be substituted for 115; History 369 may be substituted for the optional course), or

(2) Attendance at ROTC Basic Summer Camp, at Fort Knox, Kentucky (no academic credit).

251, 252. Second-Year Advanced. (2, 2) Professionalism and ethics; active duty orientation; military administration, law, training, management, and logistics; written and oral communications; leadership. Lab—one and one-half hours per week. P—Military Science 211 and 212.

Music

Susan Harden Borwick, Chairwoman

Associate Professors Susan Harden Borwick, Stewart Carter,

Christopher Giles, Louis Goldstein

Assistant Professors David B. Levy, Dan Locklair, Teresa Radomski

Director of Instrumental Ensembles George Trautwein

Assistant Director of Instrumental Ensembles Martin Province

Director of Choral Ensembles Brian Gorelick

Instructors Patricia Dixon, Lucille S. Harris

A major in music requires forty-eight credits. This includes a basic curriculum of thirty-six credits (Music Theory 171, 172, 173, and 174, sixteen credits; Music

History 181, 182, six credits; ten credits of applied music; and four credits of ensemble, taken in four semesters) plus twelve credits of elective courses in music, excluding ensembles, and six semesters of Music Recitals 100. In addition to the course work, music majors are required to present a senior recital, lecture-recital, or project.

Students anticipating a major in music are urged to begin their studies during the freshman year and are required to audition during the second semester of their sophomore year before officially being admitted to the program.

Highly qualified majors may be invited to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must complete one of the following requirements: (1) an honors-level research paper, (2) an original composition, or (3) an analytical lecture related to music performed by the candidate in public recital.

A minor in music requires twenty-four credits: Music 171, 172; 181, 182; two credits of ensemble, taken in two semesters; two semesters of applied music (performance level in applied music must be equal to the level expected of majors at the time of the spring sophomore audition); six credits of music electives (excluding ensemble); and four semesters of Music Recitals 100. Each minor will be assigned an adviser in the music department and is encouraged to begin private lessons and Music 100 as early as possible.

Any student interested in majoring or minoring in music should consult the chairwoman of the department as soon as possible after entering the University.

General Music

100. Recitals. (0) Recitals, concerts, and guest lectures sponsored by the department of music and the Artists Series. (Specific attendance requirements will be established at the beginning of each semester.) Six semesters are required of music majors; four semesters are required of music minors.

101. Introduction to the Language of Music. (3, 4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. Satisfies the Division I requirement. For students not majoring in music.

102. Language of Music I. (3, 4) Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. For students who can read music. Not open to music majors. Satisfies the Division I requirement. P—Permission of instructor.

202. Language of Music II. (2) An in-depth study of selected major works. Not open to music majors. P—Music 101 or 102 or permission of instructor.

Music Theory

104. Basic Music Reading and Skills. (2) A study of the fundamentals of music theory including key signatures, scales, intervals, and chords, and basic sight-singing and ear training skills. Designed for students wishing to participate in

University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction.

105. Music Theory for Non-Majors. (4) A study and application of music fundamentals and music theory for the non-music major; analytical and compositional techniques. P—Music 104 or permission of instructor.

171. Music Theory I. (4) Music fundamentals: key signatures, scales, modes, intervals, triads, elements of music. Ear training, sight-singing, and rhythm skills. (A one-hour piano class is required of students having no keyboard background.)

172. Music Theory II. (4) Seventh chords, beginning part-writing, basic counterpoint, ear training, sight-singing, rhythm skills, keyboard harmony. P—Music 171.

173. Music Theory III. (4) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythm skills, keyboard harmony. P—Music 172.

174. Music Theory IV. (4) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythm skills, keyboard harmony. P—Music 173.

270. Sixteenth Century Counterpoint. (2) Analysis of sixteenth century contrapuntal music, in particular that of Palestrina. Examination of Renaissance writings on counterpoint. Composition of canon and motet. P—Music 174.

271. Eighteenth Century Counterpoint. (2) Analysis of eighteenth century contrapuntal styles, with concentration on the *Well-Tempered Clavier* and *Art of the Fugue* of J. S. Bach. Composition of invention, canon, and fugue. P—Music 174.

272. Analysis Seminar. (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. *Offered in alternate years.* P—Music 174.

273. Composition. (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.

276. Current Practices. (2) A survey of twentieth century compositional techniques, notation, and performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. P—Music 174.

280. Orchestration. (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years.* P—Music 174, 182.

Music History

181. Music History I. (3) History of music from the Greeks to 1750. Satisfies the Division I requirement. P—Permission of instructor.

182. Music History II. (3) History of music from 1750 to the present. Satisfies the Division I requirement. P—Music 181.

- 203. History of Jazz.** (4) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 204. Survey of Choral Music.** (4) A historical overview of important genera (i.e., anthem, cantata, motet, mass, oratorio) with an emphasis on church music and liturgical function. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 205. Survey of Orchestral Music.** (4) A historical overview of important orchestral repertoire (i.e., symphony, concerto, overture, symphonic poem). Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 206. Survey of Opera.** (4) A study of the development of opera from 1600 to the present. Selected operas by European and American composers will be examined in class via record, score, and film. Class will attend opera performances when possible. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 207. Music in America.** (4) A study of the music and musical trends in America from 1650 to the present. The course will survey sacred and secular music from the Pilgrims to the current trends of American composers. P—Music 101 or 102 or permission of instructor.
- 208. Women and Music.** (4) A historical overview of women musicians in society. P—Music 101 or 102 or permission of instructor.
- 212. Music in the Church.** (4) Function of church musicians and the relationship of their work to the church program. P—Permission of instructor.
- 215. Philosophy of Music.** (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P—Music 174, 182.
- 220. Seminar in Medieval and Renaissance Music.** (3, 4) A study of music before 1600, its theory, notation, and performance practices. P—Music 174, 182; or permission of instructor.
- 221. Seminar in Baroque Music.** (3, 4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P—Music 174, 182; or permission of instructor.
- 222. Seminar in Eighteenth Century Music.** (3, 4) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P—Music 174, 182; or permission of instructor.
- 223. Seminar in Nineteenth Century Music.** (3, 4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P—Music 174, 182; or permission of instructor.
- 224. Seminar in Twentieth Century Music.** (3, 4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P—Music 174, 182; or permission of instructor.

284. Music Literature Seminar. (3, 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—Permission of instructor.

Music Education

Music 280, 282, 284, 289, and 291 also appear as Education 280, 282, 284, 289, and 291. These courses may be taken as Music or Education but not both.

186. String Instruments. (2) Fundamentals of playing and teaching all instruments of the string family. *Offered in alternate years.*

187. Woodwind Instruments. (2) Fundamentals of playing and teaching all principal instruments of the woodwind family. *Offered in alternate years.*

188. Brass and Percussion Instruments. (2) Fundamentals of playing and teaching brass and percussion. *Offered in alternate years.*

280. Orchestration. (4) See page 138 for a course description.

282. Conducting. (4) See page 142 for a course description.

284. Music Literature Seminar. (3, 4) See page 140 for a course description.

289. Ensemble Methods. (2) A practical study of choral and instrumental training techniques. Discussion of tonal development, administration, bibliography, and choral and instrumental problems. P—Music 101 or 102 or permission of instructor.

291. Teaching of Music. (4) The teaching and supervision of choral and instrumental music in the public schools, all grades. *Spring.* P—Music 174, 182.

Honors and Individual Study

297. Senior Project. (1, 2, 3, or 4) A major project varying in format according to the student's area of concentration. By pre-arrangement.

298. Individual Study. (1, 2, 3, or 4) A project in an area of study not otherwise available in the department. By pre-arrangement.

299. Honors in Music. (4) Individual study for honors candidates who have fulfilled the specific requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation in each ensemble.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.

112. Collegium Musicum. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Madrigal Singers. A vocal chamber ensemble which specializes in the performance of secular repertoire. P—Audition.

115. Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. Regular performances on and off campus, including an annual tour. P—Audition.

116. Choral Union. A large oratorio chorus which concentrates on the performance of major choral works. P—Audition.

117. Marching Deacons Band. Performs for most football games. Meets twice weekly. Regular performances on and off campus. *Fall*. No audition required.

119. Symphonic Wind Ensemble. Study and performance of music for wind ensemble. Regular performances on and off campus. *Spring*. No audition required.

120. Chamber Ensemble. (1) Study and performance of music composed specifically for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.

a. percussion

c. string

b. wind/brass

d. mixed

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

Applied Music

Applied music courses are open to all students with the permission of the instructor. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in applied music who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 or 104 either prior to or in conjunction with applied study. An applied music fee is charged for all individual instruction. (See page 36 of this bulletin for specific information regarding the fee.)

161, 261. Individual Instruction. (1, 2, 3, or 4) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

a. violin

g. clarinet

m. baritone

v. voice

b. viola

h. bassoon

n. tuba

w. recorder

c. cello

i. saxophone

o. organ

x. viola de gamba

d. bass

j. trumpet

p. piano

y. harpsichord

e. flute

k. French horn

g. percussion

f. oboe

l. trombone

r. guitar

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165r. Class Guitar I. (1) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (1) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—Music 165r.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance.

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P—Music 165v or permission of instructor.

165w. Class Recorder. (1) Introduction to recorder techniques: breath control, articulation, F and C fingering systems. Emphasis on ensemble playing. Designed for beginning and intermediate recorder players. This course is intended to prepare students for Music 112, but is not a prerequisite.

167v. Theatrical Singing I: Class Voice. (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.)

168v. Theatrical Singing II: Class Voice. (1) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. P—Music 167v or permission of instructor. (One hour per week.)

190. Diction for Singers. (2) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)

282. Conducting. (4) A study of conducting techniques; practical experience with ensembles. *Offered in alternate years.* P—Music 174 or permission of instructor.

Natural Sciences

Dudley Shapere, Reynolds Professor of Philosophy and History of Science

201. The Universe of Modern Science. (4) A survey of the contemporary scientific picture of the universe and its evolution, and of the major evidence for that picture.

301. Seminar: The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of early modern science and philosophy, with focus on the works of Plato, Aristotle, Kepler, and Galileo.

302. The Mechanistic View of Nature. (4) A study of the controversies, both scientific-

ic and philosophical, arising in the seventeenth century between Cartesians, Newtonians, and Leibnizians about the nature and limits of human knowledge.

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor.

396. Individual Study. (1–4) Individual projects in the philosophy and history of science. By invitation only.



Philosophy

Gregory D. Pritchard, Chairman

Worrell Professor Robert M. Helm

Professors Thomas K. Hearn Jr., Marcus B. Hester, Gregory D. Pritchard

Associate Professors Charles M. Lewis, Ralph C. Kennedy III

Visiting Assistant Professor Win-chiat Lee

Instructor Charles J. Kinlaw

Lecturer Hanna M. Hardgrave

A major in philosophy requires thirty-six credits. The courses must include 261 and either 161 or 271, two courses from the history sequence (201, 211, 222), and one course from each of the following: 230, 231, 241, 242, or 258; 262, 275, 279, 282, 285, or 287. In addition to these courses, a major in philosophy requires a "major paper," consisting of twenty or more type-written pages, to be submitted for a course, chosen by the student, from among courses in philosophy taken during his or her last three semesters. This paper may also satisfy the term paper requirement for the course.

A minor in philosophy requires five courses, one of which will be either Philosophy 111, 171, or 172. These courses are to be chosen in accordance with one of the following plans. Although plans A, B, and C are designed to complement majors in the specified areas, any one of the plans may be chosen by someone who wants to pursue other interests.

(A) *Art, Literature, and Religion*

Philosophy of Art and/or Philosophy of Religion; one or more concentration courses (230, 231, 241, 242, 258); one or more of the following: 201, 211, 222, 225, 261, 275.

(B) *Natural Science*

Philosophy of Science; Logic and/or Symbolic Logic; one or more of the following: 201, 211, 222, 225, 230, 231, 241, 258, 275, 279, 280.

(C) *Social Science, Politics, and Law*

Ethics and/or Philosophy of Law; Logic and/or Symbolic Logic; one or more of the following: 201, 211, 225, 230, 231, 241, 242, 258, 262, 275, 279, 287.

(D) *Open Plan*

With departmental approval, a fourth option will be available to students for whom none of the specified plans would be appropriate.

The Spilman Philosophy Seminar, open to advanced students in philosophy, was established in 1934 through an endowment provided by Bernard W. Spilman. The income from the endowment is used for the seminar library, which now contains about 4,000 volumes. Additional support for the library and other departmental activities is provided by the A. C. Reid Philosophy Fund, which was established in 1960 by friends of the department. The furniture in the library and seminar room was donated in honor of Claude V. Roebuck and Mr. and Mrs. W. A. Hough by their families.

Two distinguished alumni of the College have made possible the establishment of

a lectureship and a seminar. The late Guy T. Carswell endowed the Guy T. and Clara Carswell Philosophy Lectureship, and a gift from James Montgomery Hester established the Hester Philosophy Seminar. In addition, a lectureship bearing his name has been instituted in honor of Claude V. Roebuck.

Superior majors are invited by the department to apply for admission to the honors program in philosophy. To be graduated with the designation "Honors in Philosophy," a qualified student must submit an acceptable prospectus for an honors thesis by November for graduation in the spring semester or by May for graduation in the fall semester, present a satisfactory paper based on the prospectus (as judged by the student's honors adviser and at least one other member of the department), and show an acceptable level of performance in a discussion of the paper with the honors adviser and at least one other member of the department. In lieu of a prospectus, the student's "major paper" may be submitted, provided that this occurs in the semester before the semester in which he or she is to graduate and provided that the paper is re-written in view of criticism and additional research materials as appropriate for an honors paper.

111. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, man, God, mind, and matter.

161. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

171, 172. Meaning and Value in Western Thought. (4, 4) A critical survey of religious and philosophical ideas in the Western world from antiquity to modern times. Either Philosophy 171 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice made at registration.

175. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel. P—Philosophy 111, 171, or 172.

182. Medical Ethics. (4) A study of moral problems in medicine including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources. P—Philosophy 111, 171, or 172.

184. Applied Ethics. (4) A critical analysis of contemporary moral issues, including capital punishment, minority rights and their protection, civil disobedience, euthanasia, family relationships, and sexual conduct.

201. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—Philosophy 111, 171, or 172.

- 211. Modern Philosophy.** (4) A survey of major philosophers from Descartes to Nietzsche. P—Philosophy 111, 171, or 172.
- 222. Contemporary Philosophy.** (4) A survey of major twentieth century philosophers, including Russell and Sartre. P—Philosophy 111, 171, or 172.
- 225. American Philosophy.** (4) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C. S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—Philosophy 111, 171, or 172.
- 230. Plato.** (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—Philosophy 111, 171, or 172.
- 231. Aristotle.** (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—Philosophy 111, 171, or 172.
- 241. Kant.** (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—Philosophy 111, 171, or 172.
- 242. Hegel, Kierkegaard, and Nietzsche.** (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—Philosophy 111, 171, or 172.
- 258. Wittgenstein.** (4) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, scepticism, private languages, thinking, feeling, the mystical, and the ethical. P—Philosophy 111, 171, or 172.
- 261. Ethics.** (4) A critical study of selected problems and representative works in ethical theory. P—Philosophy 111, 171, or 172.
- 262. Social and Political Philosophy.** (4) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—Philosophy 111, 171, or 172.
- 271. Symbolic Logic.** (4) Basic concepts and techniques of modern deductive logic, beginning with the logic of truth-functions and quantifiers, and including some discussion of topics as Church's thesis and theorem, the completeness of first-order logic, and Godel's incompleteness theorems.
- 275. Philosophy of Mind.** (4) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—Philosophy 111, 171, or 172.

279. Philosophy of Science. (4) A systematic exploration of the conceptual foundations of scientific thought and procedure. P—Philosophy 111, 171, or 172.

282. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—Philosophy 111, 171, or 172.

285. Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—Philosophy 111, 171, or 172.

287. Philosophy of Religion. (4) A systematic analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—Philosophy 111, 171, or 172.

294. Seminar in Epistemological Problems. (4) P—Philosophy 111, 171, or 172.

295. Seminar in Metaphysical Problems. (4) P—Philosophy 111, 171, or 172.

296. Independent Study. (2–4)

Physics

George P. Williams Jr., Chairman

Reynolds Professor Richard T. Williams

Professors Robert W. Brehme, William C. Kerr, Howard W. Shields,

George P. Williams Jr.

Associate Professor George Eric Matthews

Assistant Professor Natalie A. W. Holzwarth

Lecturer George M. Holzwarth

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a Bachelor of Arts or a Bachelor of Science degree. The BA degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines. The BS degree is designed to prepare students for careers in physics, perhaps beginning with graduate study.

The Bachelor of Arts degree in physics requires thirty-seven credits in physics and must include courses 161, 162, 343, and 345, and two from 230, 351, 352, and 354. The Bachelor of Science degree in physics requires forty-five credits in physics and must include courses 311, 312, 343, 344, 345, and 346. In special cases the department may allow substitutions. For either degree, two courses in chemistry or the equivalent and Mathematics 251 are required.

A typical schedule for the first two years:

<i>Freshman</i>	<i>Sophomore</i>
Basic and divisional requirements	Basic and divisional requirements
Physics 113, 114	Physics 161, 162
Mathematics 111, 112	Mathematics 113, 251
Foreign Language	

If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five-year BA/MS program. (For information about this program, consult the department chairman.) This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five-year program.

A student may minor in physics via one of the following options:

Option A: Twenty-four credits including Physics 113, 114, 161, 162, and 230.

Option B: "Scientific Computer Systems Design" — Twenty-three credits consisting of Physics 113, 114, 130, 164, 230, and 330.

Students interested in the minor should so advise the instructor of the second-year course.

If Physics 113, 114 is not taken in the freshman year, the degree requirements in physics may still be completed by the end of the senior year if Physics 113, 114 is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in general physics without special permission of the department.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics. To be graduated with the designation "Honors in Physics," students must complete satisfactorily Physics 381 and pass a comprehensive written examination. For additional information on these programs or on the engineering program the department chairman should be consulted.

101. Conceptual Physics. (5) A non-mathematical introduction to the essential principles of classical and modern physics based on a conceptual treatment of the more exciting contemporary aspects of the subject. Credit not allowed for both 101 and 111. Lab—two hours.

104. Introductory Physics for Teachers. (3 or 4) No lab. Does not satisfy Division II requirements.

105. Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division II requirements.

106. Physics and the Sounds of Music. (3 or 4) A study of the production, propagation, and perception of musical sounds. Satisfies no divisional requirements. No prerequisites; no lab.

111, 112. Introductory Physics. (5, 5) Essentials of mechanics, wave motion, heat,

sound, electricity, magnetism, optics, and modern physics. Not recommended for pre-medical, mathematics, and science students. Lab—two hours. P—111 is prerequisite for 112.

113, 114. General Physics. (5, 5) Same topics as 111, 112 treated with some use of calculus. Recommended for pre-medical, mathematics, and science students. One section of this course is reserved for freshmen who are prospective majors in a physical science. Lab—two hours. C—Mathematics 111 or equivalent. P—113 is prerequisite for 114.

130. Introduction to Microcomputers. (4) Microcomputer architecture and interfacing with an introduction to programming in BASIC, assembler, and machine language.

141. Elementary Modern Physics. (4) The development of twentieth century physics and an introduction to quantum ideas. P—Physics 113 and Mathematics 111.

161. Applied Mechanics. (5) The fundamental principles of mechanics. Lab—three hours. P—Physics 113 and Mathematics 111 or equivalent.

162. Introductory Electricity. (4) The fundamental principles of electricity, magnetism, and electromagnetic radiation. P—Physics 114, Mathematics 112.

164. Introductory Electricity Lab. (1) A three-hour laboratory.

230. Electronics. (4) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—Physics 162 or equivalent.

301, 302. Physics Seminar. (0, 0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

311. Mechanics. (4) A junior/senior level treatment of analytic classical mechanics. P—Physics 161 and Mathematics 251.

312. Electromagnetic Theory. (4) A junior/senior level treatment of classical electromagnetic theory. P—Physics 162 and Mathematics 251.

320. The Physics of Macromolecules. (4) The physics of polymers, especially proteins and nucleic acids, including the molecular basis for their secondary and tertiary structure. P—Physics 351 or Chemistry 341 or Biology 371.

330. Data Acquisition and Analysis. (4) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—Physics 130, 230.

343, 344. Modern Physics. (4, 4) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—Physics 114.

345, 346. Modern Physics Laboratory. (1, 1) The laboratory associated with Physics 343, 344. Lab—three hours.

351. Thermodynamics and Statistical Mechanics. (4) Introduction to classical and statistical thermodynamics and distribution functions.

352. Physical Optics and Spectra. (5) A study of physical optics and the quantum treatment of spectra. Lab—three hours.

354. Introduction to Solid State Physics. (4) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—Physics 343.

381, 382. Research. (2–4, 2–4) Library, conference, and laboratory work performed on an individual basis.

Politics

Jack D. Fleer, Chairman

Professors Jack D. Fleer, Carl C. Moses, Donald O. Schoonmaker,
Richard D. Sears

Professor of History and Asian Studies Balkrishna Govind Gokhale

Associate Professors David B. Broyles, Kathleen B. Smith

Assistant Professors Saguiv A. Hadari, Katy J. Harriger, Charles H. Kennedy

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in politics consists of thirty-six credits. The courses must include the following: (a) a first course selected from Politics 113, 114, 115, or 116; (b) any non-seminar course in each of the four fields of the discipline except Politics 217, 219, 229, 242, 244, 252, 256, 259, 270, 275, 284, 285, 287, 288, and 289; (c) one seminar in politics (usually a student takes no more than one seminar in each field and no more than three seminars overall). A minimum grade average of C on all courses attempted in politics is required for graduation. Alternatively, a minimum grade of C in each course of the courses taken to satisfy departmental requirements—introductory courses, field distribution courses, and seminars—and in as many other courses in the major as needed for a total of thirty-six credits is required for graduation. Majors should consult with their advisers concerning additional regulations.

Highly qualified majors are invited by the department to apply for admission to the honors program in politics. To be graduated with the designation "Honors in Politics," one must successfully complete Politics 284 and 285. Politics 284 and 285 must be taken as additional courses beyond the thirty-six credits ordinarily required. For additional information members of the departmental faculty should be consulted.

The minor in politics consists of twenty credits, ordinarily including Politics 113

but excluding individual study and seminar courses. Sixteen of the credits must be taken at Wake Forest and any transfer courses must be approved by the chairman. None of the courses may be taken pass/fail.

A student who selects politics to fulfill the Division IV requirement must take one of the following courses: Politics 113, 114, 115, or 116. No introductory level course is required for students taking a politics course as an elective unless such a prerequisite is specified in the course description.

Introductory Courses

A student may take any one of the following as a first course in the department; more than one may be taken. Ordinarily a student is expected to take Politics 113 as the first course.

113. American Government and Politics. (4) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

114. Comparative Government and Politics. (4) Political processes and principles as applied to traditional, developing, and mature states.

115. Political Philosophy. (4) Major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl, and Aristotle.

116. International Politics. (4) An analysis of the forces which shape relations among states and some of the major problems of contemporary international politics.

American Politics

210. Major Topics in Public Policy. (2, 3, or 4) A study of major policies on the current public agenda in the United States, including consideration of alternative policy responses and the politics which surround them. Possible topics include the politics of poverty and welfare, medical care, education, crime, and energy. Credit varies with the number of topics studied.

211. Political Parties and Voting Behavior. (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

213. Public Administration. (4) Introduction to the study of public administration emphasizing policy-making in government agencies.

217. Politics and the Mass Media. (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

218. Congress and Policy-Making. (4) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policy-making in the United States.

219. Fundamentals of Public Policy Analysis. (4) Fundamentals of public policy

analysis with emphasis on techniques of decision-making such as cost benefit analysis and utility analysis. Each student will participate in a major collective research project centered on a local issue.

220. The American Presidency. (4) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

222. Urban Problems and Politics. (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis.

225. American Constitutional Law: Separation of Powers and the Federal System. (4) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.

226. American Constitutional Law: Civil Liberties. (4) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused.

227. Politics, Law, and Courts. (4) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

229. Women and Politics. (4) The course will examine classical and contemporary arguments regarding the participation of women in politics as well as current policy issues and changes in women's political participation.

Comparative Politics

231. Western European Politics. (4) Analysis of the political systems of Great Britain, France, and Italy, focusing primarily on the problems of stable democracy.

232. Government and Politics in the Soviet Union. (4) Analysis of the institutions and processes of politics in the USSR and examination of political developments in other states of Eastern Europe.

233. The Politics of West and East Germany. (4) A study of the political behavior and governmental institutions of the capitalist democratic regime of West Germany and the authoritarian socialist regime of East Germany.

234. Government and Politics in East Asia. (4) An analysis of the political institutions and processes in China and Japan, with emphasis on the problems of modernization.

235. The Politics of Revolution. (4) A study of revolution as an alternative means of socio-political change. Analysis of the nature and types of revolution as well as causes, processes, and consequences. Attention is given to some historical cases and to some current revolutionary situations and movements.

236. Government and Politics in Latin America. (4) Comparative analysis of the institutions and processes of politics in the Latin American region.

237. Comparative Public Policy in Selected Industrialized Democracies. (4) An

investigation of the public policy choices involving such matters as health, education, and income maintenance plans in selected Western European countries. The origins, development, trends of the "welfare state" will be examined in Great Britain, West Germany, and Sweden.

242. Problems in Comparative Politics. (4) An intensive study of one or more major problems in contemporary comparative politics.

244. Politics and Literature. (2, 3, or 4) An examination of how literature can extend our knowledge of politics and political systems. The course considers the insights of selected novelists, such as Alexander Solzhenitsyn, Heinrich Böll, Robert Penn Warren, George Orwell, and Gabriel García Marquez.

245. Government and Politics of South Asia. (4) A study of the governments of India, Pakistan, Nepal, and Ceylon. Emphasis on political organizations, party structures, and subnational governmental systems.

246. Politics and Policies in South Asia. (4) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.

International Politics

250. Global Crises. (4) An introductory survey of the major current issues in international affairs. Students learn how to effectively read and criticize materials and present critiques in oral and written fashion.

252. Problems in International Politics. (4) An intensive study of one or more major problems of contemporary international politics.

253. The Politics of International Economic Relations. (4) A study of the emergence of international economic transactions, including trade, monetary affairs, investment, and multinational corporations, as a central aspect of world politics.

254. American Foreign Policy: Contemporary Problems. (4) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.

255. American Foreign Policy: The Cold War Period. (4) A critical examination of the forces which shape American foreign policy and of selected policies followed from World War II to the Cuban Missile Crisis.

256. Nuclear Weapons and National Security. (2 or 4) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy. Both American and Soviet perspectives will be considered and special attention will be given to contemporary debates over the possession and control of nuclear weapons.

257. Political Economy in Inter-American Affairs. (4) A descriptive and analytical study of the bilateral and multilateral political relations of the Latin American states and the United States, with particular reference to the economic interactions which influence them.

259. The Arab-Israeli Confrontation. (4) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states' policies.

Political Philosophy

270. Topics in Political Theory. (4) A intensive study of one or more major topics in contemporary political theory.

271. Plato, Aristotle, and Classical Political Philosophy. (4) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

272. Equality and Liberty. (4) The arguments for and against democracy and republicanism, majority rule, and the rights of man. Representative writers are Rousseau and Mill.

273. Radical Critiques of Political Society. (4) Anarchist, socialist, and communist criticisms of and alternatives to existing political societies, with special attention to such problems as utopianism and alienation. Representative writers are Marx and Nietzsche.

274. Noble Greeks and Romans. (4) A study of statesmanship in the speeches and actions of selected major figures. Theory manifested in practice. Representative writers are Shakespeare and Plutarch.

275. Theory of the American Polity. (4) Critical examination of the nature of the American polity as expressed by its founders and leading statesmen. Representative writers are the Federalists, Lincoln, and Wilson. Does not meet theory distribution requirement for majors.

276. Medieval Political Philosophy. (4) Philosophy and religion in cooperation and conflict. Emphasis on Christian writers with some attention to Muslim and Jewish. Representative writers are Aquinas, Dante, and Maimonides.

278. Foundations of Modern Political Philosophy. (4) An examination of the essential writings of thinkers who broke with the past in an attempt to establish a more "realistic" approach to the study of politics. Representative writers are Machiavelli, Hobbes, and Locke.

279. Contemporary Political Theory. (4) An examination of representative twentieth century political thinkers such as Arendt, Dewey, Foucault, Rawls, and Weber.

Honors and Individual Study

284. Honors Study. (2) Directed study and research in preparation for a major paper on a subject of special interest to the student. Taken in the fall semester of the senior year by all candidates for departmental honors.

285. Honors Study. (3) Directed study toward completion of the project begun in Politics 284 and to the writing and defense of an honors paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—Politics 284.

287. Individual Study. (2, 3, or 4) Special research and writing projects conducted under the direction of a faculty member. Permission of instructor required.

288. Directed Reading. (1–4) Concentrated reading in an area of study not otherwise available. Permission of instructor required.

289. Internship in Politics. (2, 3, or 4) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Permission of instructor required.

Seminars

291. Seminar in American Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

292. Seminar in Comparative Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

293. Seminar in International Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

294. Seminar in Political Philosophy. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

Psychology

John E. Williams, Chairman

Professors Robert C. Beck, Robert H. Dufort, Charles L. Richman,

John E. Williams

Associate Professors Deborah L. Best, David W. Catron, Maxine L. Clark,

Philippe R. Falkenberg, David Allen Hills, Cecilia H. Solano

Assistant Professor Mark R. Leary

Visiting Professor Janak Pandey

Visiting Assistant Professor Susan B. Wallace

Adjunct Associate Professor Frank B. Wood

Adjunct Assistant Professors C. Drew Edwards, Susan R. Leonard,

Marianne A. Schubert

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 335, 344, 358, and 367.

It is recommended that students who are considering psychology as a major take

Psychology 151 in their freshman year and Psychology 211 in the fall of their sophomore year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete at least one course from each of the following groups: 320, 326, 329, 331, and 333; 341, 351, 355, and 362. No more than 48 psychology credits may be counted toward the graduation requirements of 144 credits.

The minor in psychology requires twenty credits in psychology, distributed as follows: 151 (4 credits); 211 (5 credits); at least one of the following courses: 320, 326, 329, 331, 333 (4 credits each); and seven additional credits in courses numbered 200 or above.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information members of the departmental faculty should be consulted.

100. Learning to Learn. (2, 3, or 4) A workshop to help people improve their learning skills through the application of basic principles of learning, remembering, and so forth. Students at all levels welcomed. No prerequisite. Pass/Fail only.

102. Exploration of Career Planning. (2, 3, or 4) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

211, 212. Research Methods in Psychology. (5, 5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—Psychology 151 and permission of instructor.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—Psychology 151.

241. Developmental Psychology. (4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—Psychology 151.

245. Survey of Abnormal Behavior. (4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—Psychology 151.

250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in summer.* P—Psychology 151.

255. Personality. (4) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—Psychology 151.

260. Social Psychology. (4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—Psychology 151.

265. Human Sexuality. (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—Psychology 151.

268. Psychology of Business and Industry. (4) Psychological principles and methods applied to problems commonly encountered in business and industry. P—Psychology 151.

270. Topics in Psychology. (1, 2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—Psychology 151.

270A *Aggression*

270D *Brain/Behavior Relations*

270E *Emotion*

270H *Intelligence*

270I *Race and Young Children*

270J *Memory*

270K *Psychology and Politics*

270L *Sex Stereotypes and Roles*

270M *The Gifted and Creative Person*

270N *Liking and Loving Relationships*

270P *Animal Flying Behavior*

280. Directed Study. (1–4) Student research performed under faculty supervision. P—Psychology 151 and approval of faculty member prior to registration.

313. History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources. P—Psychology 151.

320. Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P—Psychology 211 or permission of instructor.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as biology or psychology but not both; choice to be made at registration. P—Permission of instructor.

326. Learning Theory and Research. (4) Survey of concepts and research in learning, with particular emphasis on recent developments. P—Psychology 211.

329. Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—Psychology 211.

331. Cognition. (4) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—Psychology 211.

- 333. Motivation of Behavior.** (4) Survey of basic motivational concepts and related evidence. P—Psychology 211.
- 335. Fundamentals of Human Motivation.** (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—Psychology 151.
- 341. Research in Child Development.** (4) Methodological issues and selected research in child development. Research projects required. P—Psychology 211.
- 342. Current Issues in Developmental Psychology.** (4) Intensive examination of selected theoretical or research issues in this area. P—Psychology 211 and 341.
- 344. Abnormal Psychology.** (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P—Psychology 151.
- 346. Psychological Disorders of Childhood.** (4) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—Psychology 245 or 344 or permission of instructor.
- 351. Personality Research.** (4) The application of a variety of research procedures to the study of human personality. Research projects required. P—Psychology 211.
- 355. Research in Social Psychology.** (4) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—Psychology 211.
- 357. Cross-Cultural Psychology.** (4) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—Psychology 151.
- 358. Psychology of Woman.** (4) Intensive study of the behavior of women and its personal application, including consideration of biological, social, and motivational factors. P—Psychology 151.
- 361. Operant Conditioning and Behavior Modification.** (4) Principles, theory, and experimental research in operant learning, with applications to the modification of behavior in various populations and situations. P—Psychology 211.
- 362. Psychological Tests and Measurements.** (4) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality. P—Psychology 211.
- 363. Survey of Clinical Psychology.** (4) An overview of the field of clinical psychology. P—Psychology 245 and senior standing or permission of instructor.
- 367. Effectiveness in Parent/Child Relations.** (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—Psychology 151.

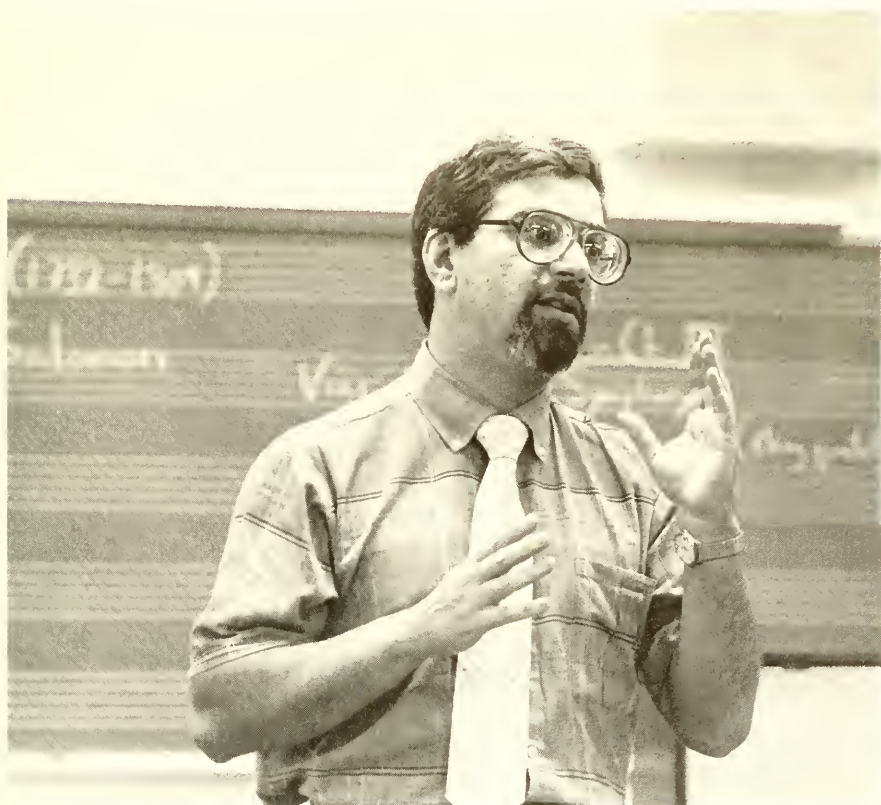
369. Contemporary Applications of Psychology. (4) Supervised field experience in applied psychology. P—Psychology 151 and permission of instructor.

378. Instrumentation for Psychological Research. (2–4) Lecture/demonstration presentation of electrical and mechanical equipment, followed by practical application in small group project work. Assumes no prior knowledge of electricity or construction. P—Permission of instructor.

381. Honors Seminar. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—Psychology 211 and permission of instructor.

383. Honors Research. (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—Psychology 211 and permission of instructor.

392. Contemporary Problems in Psychology. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P—Psychology 211 and senior standing.



Religion

Carlton T. Mitchell, Chairman

Professors John William Angell, George McLeod Bryan,
Emmett Willard Hamrick, Fred L. Horton Jr., James A. Martin,

Carlton T. Mitchell, Charles H. Talbert

Associate Professors John E. Collins, Ralph C. Wood Jr.

Adjunct Associate Professor Thomas E. Dougherty Jr.

Assistant Professor Stephen B. Boyd

Instructor Sharyn E. Dowd

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the life, literature, and most important movements in the field of religion. It also seeks to provide the foundational courses needed for professional religious service in ministry, counseling, chaplaincy, and the like.

A course in religion is required for all degrees. Any 100-level course offered by the department is accepted to meet the Division III requirement.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100 level.

A minor in religion requires twenty credits, eight of which must be above the 100 level. The required courses may include one pass/fail course if the course is offered on the pass/fail basis only. The department will provide advisers for students electing the minor in religion.

Pre-ministerial students are advised to include in their program of study, in addition to courses in religion, courses in psychology, ancient history, public speaking, and two languages (Greek or Latin and German or French).

Highly qualified majors are invited by the department to apply for admission to the honors program in religion. To be graduated with the designation "Honors in Religion," they must apply to the chairman of the department for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements the candidate is graduated with "Honors in Religion." For additional information members of the departmental faculty should be consulted.

111. Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

112. Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

120. Introduction to the Bible. (4) A consideration of prominent themes found in the Old and New Testaments.

131. Basic Christian Ethics. (4) The Biblical and theological foundation of the Christian ethic and its expression in selected contemporary problems.

161. World Religions. (4) The place of religion in life and the origin, nature, and accomplishments of the living religions of the world, studied from the historical point of view.

164. The Formation of the Christian Tradition. (4) A survey of the history of the Christian Church from its origins to the Reformation.

165. History of Christianity in Modern Times. (4) A survey of the history of the Christian Church from the Reformation to the present.

166. American Religious Life. (4) A study of the history, organization, worship and beliefs of American religious bodies, with particular attention to cultural factors.

171, 172. Meaning and Value in Western Thought. (4, 4) A critical survey of religion and philosophy in the Western world from antiquity to modern times. Either Religion 171 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice made at registration.

173. An Introduction to Christian Theology. (4) A study of the ground, structure, and content of Christian belief.

177. Faith and Imagination. (4) A study of modern writers, including C. S. Lewis and J. R. R. Tolkien, who seek to retell the Christian story in imaginative terms.

209. The Pre-exilic Prophets. (2) A study of the background, personal characteristics, function, message, and permanent contribution of the prophets from Samuel through Jeremiah.

210. The Post-exilic Prophets. (2) A study of the background, personal characteristics, function, message, and permanent contribution of the prophets from Ezekiel to the end of the Old Testament era.

212. The Wisdom Literature. (2) An introduction to the Wisdom Literature of the Old Testament, with special attention to Proverbs.

213. Introduction to Palestinian Archaeology. (2) A survey of twentieth century archaeology in Palestine with attention to its importance for Biblical studies.

215. Visions of the End: Jewish and Christian Apocalyptic. (2, 4) Reading and study of Biblical and non-Biblical apocalyptic texts. This course may be divided into halves for two credits each.

215. (a) Daniel and Jewish Apocalyptic

215. (b) Revelation and Christian Apocalyptic

217. Old Testament Apocrypha. (2) Reading of the books of the Apocrypha, with special attention to their origin and significance, and with a consideration of the ambivalence of Judaism and Christianity toward this literature.

218. Seminar in the Mediterranean World. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

236. Church and Community. (4) An examination of the basic needs and trends of the contemporary community, especially the rural and suburban, in the light of the Christian norms for "the good community."

237. Black Religion and Black Churches in America. (4) Survey of literature on these

themes with an examination of the historical background and special attention to the contemporary era.

238. Religion and Science. (4) An analysis of the relationship between science and religion in world culture.

240. Principles of Religious Education. (4) A study of the theory and practice of religious education, with emphasis on the basic foundations in religion and education.

261. Judaism in the First Three Centuries of the Common Era. (4) A study of the development of Rabbinic Judaism out of the sects and movements of first century Judaism.

262. Contemporary Judaism. (2) A survey of Judaism today, including a study of some major religious, political, and literary figures.

263. Contemporary Catholicism. (2) An introduction to recent thought and practice in the Roman Catholic Church.

266. Religious Sects and Cults. (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.

267. The Baptists. (2) A survey of Baptist history, thought, and polity, including an examination of various Baptist groups and a study of important controversies.

270. Theology and Modern Literature. (4) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.

273. Studies in Ecumenical Theology. (4) A study of various images and models of the church, their interrelationships and implication for ecumenism.

276. The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

277. Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

282. Honors in Religion. (4) A conference course including directed reading and the writing of a research project.

286, 287. Directed Reading. (1-4, 1-4) A project in an area of study not otherwise available in the department, permitted upon departmental approval of a petition presented by a qualified student.

292. Teaching Religion. (4) A study of the teaching of religion in church, school, and community.

300. Meaning of Religion. (4) A phenomenological study of different ways of

defining religion, including the views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

301. Myth. (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

302. Studies in Mysticism. (2, 4) A student may choose to study mysticism as an independent phenomenon or to study mysticism in dialogue with the theories of contemporary science.

302 (a) Phenomenology of Mysticism

302 (b) Mysticism and Psychology

311. Poetic Literature of the Hebrew Bible. (2, 4) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for two credits and is a prerequisite for the second half.)

314. Ancient Israel and her Neighbors. (2) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.

315, 316. Field Research in Biblical Archeology. (4, 4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

320. Jesus and the Synoptic Gospels. (4) A study of Jesus' proclamation and activity in light of modern critical research on the Gospels.

321. The Quest for the Historical Jesus. (4) An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" since the eighteenth century.

322. The General Epistles. (4) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the epistles in the life of the Early Church.

326. Early Christian Theologians: Paul. (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.

327. Early Christian Theologians: The Fourth Evangelist. (4) An examination of the Johannine interpretation of Jesus and the Christian faith.

328. The New Testament and Ethics. (4) A study of selected ethical issues in the New Testament within the context of Mediterranean culture.

332. Religion and the Social Crisis. (4) An interdisciplinary approach to the study of society today, with particular attention to views of human nature and social institutions as reflected in religion, the social sciences, and related disciplines.

334. Christian Ethics and Contemporary Culture. (4) A study of the encounter between the Christian ethic and the value systems implicit in the social areas such as economics, politics, race, and sex.

(a) Bio-medical Decisions

(b) Feminist Theology

- 346. Theological Foundations of Religious Education.** (4) A study of theological methodology, theories of learning, and philosophies of education in terms of their implications for religious education.
- 350. Psychology of Religion.** (4) An examination of the psychological elements in the origin, development, and expression of religious experience.
- 354. Religious Development of the Individual.** (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.
- 355. Theology of Pastoral Care and Counseling.** (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care. P—Permission of instructor.
- 360. Hinduism.** (4) A study of the fundamental features of the Hindu tradition.
- 361. Buddhism.** (4) A study of the Buddhist tradition, its fundamental features, and its impact on the culture of Asia.
- 262. Zen Buddhism.** (4) The history and teaching of Zen.
- 363. Hellenistic Religions.** (4) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism, and Gnosticism.
- 364. Islam.** (4) A study of the fundamental concepts of Islamic thought and the historical context of its development. Both ancient and contemporary impact of the teachings of Islam considered.
- 365. History of Religions in America.** (4) A study of American religions from colonial times until the present.
- 367. The Mystics of the Church.** (4) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.
- 368. The Protestant and Catholic Reformations.** (4) A study of the origin and development of Reformation theology and ecclesiology.
- 369. Radical Christian Movements.** (4) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.
- 372. History of Christian Thought.** (2, 4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for two credits each.
- 372 (a) Patristic Thought
- 372 (b) Medieval and Reformation Thought
- 374. Contemporary Christian Thought.** (4) An examination of the major issues and personalities in modern theology.
- 375. Major Themes in Catholic Theology.** (4) A detailed examination of the central

themes of Christian theology through the study of major Roman Catholic theologians.

376. The Origins of Existentialism. (4) A study of the principal nineteenth century figures who form the background for twentieth century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

378. Aesthetics and Religion. (2–3) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

Hebrew

111, 112. Elementary Hebrew. (4, 4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P—Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *Offered on demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (4) A study of the history and structure of four languages from the Hamito-Semitic family.

Romance Languages

Shasta M. Bryant, Chairman

Professors Shasta M. Bryant, Kathleen M. Glenn,

John E. Parker Jr., Mary Frances Robinson

Associate Professors Doranne Fenoaltea, Milorad R. Margitić,

Candelas M. Newton

Assistant Professors Margaret Snook, Antonio Vitti, Kari Weil, Byron R. Wells

Visiting Assistant Professors Sarah Barbour, Michèle Drouart,

Gilberto Gómez, Kenneth Hall, Susan Linker

Lecturers Bianca Artom, Kikuko T. Imamura, Matthew P. Murray,

Eva Marie Rodtwitt

Instructors Whangbai Bahk, Barbara Clark, Mary Frye, Anna Krauth,

Gail McNeill, Susan Mraz, Sheryl Postman, Bianca Rivera,

Jennifer Sault, Anna-Vera Sullam (Venice)

The major in French requires a minimum of thirty-six credits above French 153. French 166, 216, 217, 219, 221, or their equivalents are required, as are four additional literature courses. History 321 and 322 are recommended. An average of at least C must be earned in all courses taken in the major.

The minor in French language and culture requires twenty credits in French above French 153. It includes French 219, 221, 224, or their equivalents. The minor in French literature requires twenty credits in French literature above French 153.

The major in Spanish requires a minimum of thirty-six credits above Spanish 153. Spanish 217, 218, 219, 221, 223, 224, 230, and 232, or their equivalents, are required. Spanish 181, 1829, and 187 may not count toward the major. An average of at least C must be earned in all courses taken in the major.

The minor in Spanish language and culture requires twenty credits in Spanish above Spanish 153. It includes 217 or 218, plus 219, 221, 223, and 224. The minor in Hispanic literature requires twenty credits in Spanish above Spanish 153. It includes 217 or 218, plus 230, 232, and two additional advanced courses in literature. For both Spanish minors, with departmental approval, equivalent courses may be selected from the programs in Salamanca or Bogotá, and certain other substitutions may be made.

A joint major is offered in French and Spanish, consisting of fifty-six credits in the two languages and literatures, excluding elementary language. Required courses for this major are French 153x, 216, 217, 219, 221, and 224; Spanish 153x, either 217 or 218, 219, 221, either 223 or 224, 230, and 232. Equivalents may be substituted. An average of at least C must be earned in all courses taken in the major.

All majors are strongly urged to take advantage of the department's study abroad programs and to live for at least a semester at the French House or the Spanish House, foreign language residence centers for students of French and Spanish.

Highly qualified majors are invited by the department to apply for admission to the honors programs in French or Spanish. To be graduated with the designation "Honors in Romance Languages," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information members of the departmental faculty should be consulted.

French

111, 112. Elementary French. (4, 4) A course for beginners, covering the principles of French grammar and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary French. (5) A one-semester course covering the elements of grammar and skills presented in French 111, 112. Intended for students whose preparation for French 153 is inadequate. Not open to students who have received credit for French 112. Lab required.

153. Intermediate French. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. Lab required. P—French 112, 113, or two years of high school French and placement.

153x. Intermediate French. (4) Open to students by placement or permission. Lab required.

164. A Classic in Comedy. (2 or 4) Participants plan and present a production of a French comedy. The play is rehearsed and performed in French; students are involved in all aspects of production. For four credits, students also read and discuss other dramatic works. Course may be repeated for credit, but only four credits may be counted toward the major. P—Permission of instructor.

181. Swiss French Civilization. (4) The course is designed to acquaint the student with the Swiss people and their civilization through living for a few weeks with families. Visits are made to points of cultural interest, historical, literary, and artistic. A journal and a paper describing in detail some aspect of Swiss French civilization, both in French, are required. *Usually offered in the summer.*

185. Paris, Cultural Center of France. (4) A study of Paris monuments on location to explore the development of the city as capital and cultural center of France. No prerequisites. *Usually offered in the summer.*

199. French Individual Study. (2–4) P—Permission of the department.

213. Masterpieces of French Literature I. (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Only one course in masterpieces may count toward the major or minor, but either may satisfy the basic or divisional requirement. P—French 153 or equivalent.

214. Masterpieces of French Literature II. (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Only one course in masterpieces may count toward the major or minor, but either may satisfy the basic or divisional requirement. P—French 153 or equivalent.

216. Survey of French Literature from the Middle Ages through the Eighteenth Century. (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.

217. Survey of French Literature of the Nineteenth and Twentieth Centuries. (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.

219. Composition and Review of Grammar. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—French 153 or equivalent.

221. Conversation and Composition. (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. Lab required. P—French 153 or equivalent.

224. French Civilization. (4) An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social, and economic life of France. P—French 221 or permission of instructor.

229. Business French. (4) A study of French used in business procedures, emphasizing specialized vocabulary pertaining to business correspondence, corporate organization, banking, and governmental relations, with practice in translation and interpretations, oral and written. P—French 219 and 221 or permission of instructor.

231. Medieval French Literature. (2–4) A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P—French 216 or 217 or permission of instructor.

233. Sixteenth Century French Literature. (4) The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais, Montaigne, and the major poets of the age. P—French 216 or 217 or permission of instructor.

241. Seventeenth Century French Literature. (4) A study of the outstanding writers of the Classical Age. P—French 216 or 217 or permission of instructor.

242. Seminar in Seventeenth Century French Literature. (4) A study of selected topics of the period. Topics may vary from year to year. P—French 216 or 217 or permission of instructor.

251. Eighteenth Century French Literature. (2–4) A survey of French literature of the eighteenth century with culture and political backgrounds. P—French 216 or 217 or permission of instructor.

252. Seminar in Eighteenth Century French Literature. (2–4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

261. Nineteenth Century French Literature. (4) A study of French literature of the nineteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

262. Seminar in Nineteenth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

263. Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—French 216 or 217 or permission of instructor.

264. French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—French 216 or 217 or permission of instructor.

265. French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P—French 216 or 217 or permission of instructor.

271. Twentieth Century French Literature. (4) A study of general trends and representative works of the foremost prose writers, dramatists, and poets. P—French 216 or 217 or permission of instructor.

272. Seminar in Twentieth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

280. Directed Research. (2) Required for honors in French.

281. Directed Study. (3, 4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in France

The department sponsors a semester in France in Dijon, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 221 or its equivalent or at least one French course beyond the intermediate level. At least one semester's residence in the French House is strongly recommended.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2232. Advanced Oral and Written French. (4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2282. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

2292. French Civilization. (4) An introduction to French culture and its historical development. Field trips to museums and to points of historical and cultural significance in Paris and the French provinces.

2402. Independent Study. (2–4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France and evaluation by the department for which credit is granted. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

2752. French Literature. (2) Topics in the novel, theatre, and poetry of France, largely of the period since 1850.

2762. Literary Pilgrimage. (2–4) Reading of selected French texts, with visits to sites having literary associations. A study of the relationship between *milieux* and works.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

History 2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384–1477.

Spanish

111, 112. Elementary Spanish. (4, 4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Spanish. (5) A one-semester course covering the elements of grammar and skills presented in Spanish 111, 112. Intended for students whose preparation for Spanish 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have received credit for Spanish 112. Lab required.

153. Intermediate Spanish. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. P—Spanish 112 or 113 or two years of high school Spanish or equivalent. Lab required.

153x. Intermediate Spanish. (4) Open by placement or permission. Lab required.

162. A Panorama of Drama. (2–4) A brief sampling of Spanish drama from its early period to the contemporary theatre, studying in Spanish representative works from each major period. Approximately six plays. The class selects one play to present in Spanish, with students having directing and acting responsibilities.



- 181. Colombia: Study Tour of Bucaramanga, Cali, and Medellín.** (4) Travel in Colombia and residence in one of its major cities in homes of private families for a period of three weeks. Students receive instruction in spoken Spanish and in Colombian literature and anthropology and political, social, or economic history. Does not count toward the major. *Usually offered in the summer.*
- 187. Culture and Language.** (4) A study of Spanish culture and language, tailored to various levels of student ability. Taught only in the Spanish-speaking world. Does not count toward the major. *Usually offered in the summer.*
- 199. Individual Study.** (2–4) P—Permission of the department.
- 214. Introduction to Hispanic Literature.** (4) Selected readings in Spanish and Spanish American literature. Designed as a substitute for either Spanish 215 or 216. *Offered in the summer.* P—Spanish 153 or equivalent.
- 215. Major Spanish Writers.** (4) Reading of selected texts. No student allowed credit for both 215 and 217. P—Spanish 153 or equivalent.
- 216. Major Spanish American Writers.** (4) Reading of selected texts. No student allowed credit for both 216 and 218. P—Spanish 153 or equivalent.
- 217. Masterpieces of Spanish Literature.** (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. No student allowed credit for both 215 and 217. P—Spanish 153 or permission of instructor.
- 218. Masterpieces of Spanish American Literature.** (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. No student allowed credit for both 216 and 218. P—Spanish 153 or permission of instructor.
- 219. Advanced Grammar and Composition.** (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic Spanish. Lab required. P—Spanish 153 or equivalent.
- 221. Conversation and Composition.** (4) Practice in speaking and writing Spanish, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary of everyday situations. Lab required. P—Spanish 153 or equivalent.
- 222. Spanish Phonology.** (4) An introduction to Spanish linguistics through a systematic analysis of the phonemes and allophones of spoken Spanish. Standard pronunciation as well as dialectal variations will be stressed. P—Spanish 219 and 221 or permission of instructor.
- 223. Latin American Civilization.** (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 215 or 216 or 217 or 218.
- 224. Spanish Civilization.** (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 215 or 216 or 217 or 218.

229. Commercial, Official, and Social Correspondence. (4) Instruction in the special vocabularies, formats, and styles required in written and telegraphic communications. Students write in Spanish communications appropriate to each type of correspondence. P—Spanish 219 and 221 or permission of instructor.

230. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries. P—Spanish 217 or 218 or permission of instructor.

231. Medieval and Pre-Renaissance Spanish Literature. (4) Study of the major literary works of the Middle Ages and pre-Renaissance. P—Spanish 217 or 218 or permission of instructor.

232. Sixteenth and Seventeenth Century Spanish Literature. (4) Study of the major literary works of the Golden Age. P—Spanish 217 or 218 or permission of instructor.

233. Eighteenth, Nineteenth, and Twentieth Century Spanish Literature. (4) Study of the major literary works of the last three centuries. P—Spanish 217 or 218 or permission of instructor.

234. Spanish Prose Fiction before Cervantes. (4) A study of several types of prose fiction, such as the sentimental, chivalric, pastoral, Moorish, and picaresque novels, prior to 1605. P—Spanish 217 or 218 or permission of instructor.

241. Golden Age Drama. (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P—Spanish 217 or 218 or permission of instructor.

243. Cervantes. (4) Intensive study of the life and works of Cervantes, with special attention on the *Quixote* and the *novelas ejemplares*. P—Spanish 217 or 218 or permission of instructor.

244. Seminar in Cervantes. (2–4) A study of special aspects of Cervantes' works, such as the *novelas ejemplares* and his dramatic works. P—Spanish 217 or 218 or permission of instructor.

252. Seminar in Hispanic Poetry. (2–4) A study of selected topics, such as *gongorismo*, the *Romancero*, and the Generation of 1927. P—Spanish 217 or 218 or permission of instructor.

261. Nineteenth Century Spanish Novel. (4) A study of the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibañez, and their contemporaries. P—Spanish 217 or 218 or permission of instructor.

264. Spanish American Short Story. (4) Intensive study of the twentieth century Spanish American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García Marquéz. P—Spanish 217 or 218 or permission of instructor.

265. Spanish American Novel. (4) A study of the novel in Spanish America from its beginning through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

266. Seminar in Spanish American Novel. (2–4) A study of one or more categories of Spanish American novels, such as romantic, *indianista*, realistic, *gauchesca*, and social protest. P—Spanish 217 or 218 or permission of instructor.

269. Nineteenth Century Spanish Drama. (4) A study of the principal dramatic works from neoclassicism to the end of the century. P—Spanish 217 or 218 or permission of instructor.

271. Modern Spanish Drama. (4) A study of the principal dramatic works from the end of the nineteenth century through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

273. Modern Spanish Novel. (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

274. Seminar in Modern Spanish Literature. (2 or 4) An analysis of selected contemporary works representative of the novel, poetry, theatre, and essay. P—Spanish 217 or 218 or permission of instructor.

275. Special Topics. (2–4) Selected special topics in Spanish or Spanish American literature, such as the Spanish *Romancero* or the contemporary Spanish American novel. Offered at irregular intervals.

280. Directed Research. (2) Required for honors in Spanish.

281. Directed Study. (3–4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in Spain

The department offers a semester in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should be of junior standing, (2) should have completed Spanish 221, and (3) should be approved by both their major department and the department of Romance languages. At least one semester's residence in the Spanish House is strongly recommended.

1829. Introduction to Spain. (2–4) Familiarization with the Spanish people, Spanish culture, and daily life in Spain. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, and lectures on selected topics.

2019. Intensive Spanish. (2) Intensive study and practice of the oral and written language. P—Permission of instructor.

2029. Advanced Spanish. (2) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. P—Permission of instructor.

2049. Spanish Phonetics and Phonology. (4) Theory and practical application of the elements involved in speaking correct Spanish.

2059. History of the Spanish Language. (4) Evolution and historical development of the Spanish language, including regional dialects and present-day variations in the spoken and written form.

2259. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century. (4) Extensive reading and study of trends and influences.

2279. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries.

2419. Spanish Literature of the Golden Age. (4) A survey of the most important authors and genres of the Golden Age, with particular emphasis on the novel and the drama.

2759. Contemporary Spanish Literature. (4) A study of general trends and representative works of selected prose writers, dramatists, and poets from the modern period.

Sociology 2029. Social-Political Structures of Present-Day Spain. (4) A study of the various social and political elements which affect the modern Spanish state.

History 2019. General History of Spain. (4) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (4) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Chinese*

111, 112. Elementary Chinese. (4, 4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system. Basic sentence patterns covered. Lab required.

199. Individual Study. (2-4) P—Permission of the department.

Hindi*

111, 112. Elementary Hindi. (4, 4) Attention given mainly to basic Hindi grammar, vocabulary building, simple composition, and conversation. Lab required.

153. Intermediate Hindi. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab required. P—Hindi 111, 112, or the equivalent.

*These courses are attached to the department of Romance languages for administrative purposes only.

211. Hindi Literature. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab required. P—Hindi 153.

Italian

111, 112. Elementary Italian. (4, 4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab required. Lecture—five hours. *Offered every semester.*

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. Lecture—five hours. P—Italian 113 or two years of high school Italian.

153x. Intermediate Italian. (4) Open by placement or permission. Lab required.

199. Individual Study. (2–4) P—Permission of instructor.

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. *Offered in the spring.* P—Italian 153 or equivalent.

216. Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P—Italian 153 or equivalent.

221. Conversation and Composition. (4) Practice in speaking and writing Italian, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—Italian 153 or equivalent.

Semester in Venice

2213. Spoken Italian. (4) Course in oral Italian, offered only in Venice. Students are placed in small groups according to their levels of fluency. Elective credit.

Japanese*

111, 112. Elementary Japanese. (4, 4) Emphasis on the development of listening and speaking skills. Brief introduction to the writing systems. Basic sentence patterns covered. Lab required.

Portuguese

111, 112. Elementary Portuguese. (4, 4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

*These courses are attached to the department of Romance languages for administrative purposes only.

Other Languages

101. Self-Instructional Language. (4) A self-instructional language course covering the principles of grammar and pronunciation in one of the less commonly taught languages, such as Swedish, Arabic, or Thai. Individual self-instruction in the language of the student's choice through the use of recorded material and textbooks. Admission by petition to the Foreign Language Placement Review Committee. Elective credit only; does not satisfy basic or divisional course requirements.

Sociology

Philip J. Perricone, Chairman

Professor John R. Earle

Associate Professors William H. Gulley, Philip J. Perricone,

Catherine T. Harris, Willie Pearson Jr.

Assistant Professor Ian M. Taplin

Visiting Assistant Professor H. Kenneth Bechtel

A major in sociology requires thirty-seven credits and must include Sociology 151, 371, and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires twenty credits and must include Sociology 151 and Sociology 371. A minimum grade point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

151. Principles of Sociology. (4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects.

152. Social Problems. (4) Survey of contemporary American social problems. P—Sociology 151.

205. Photography in the Social Sciences. (4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Not open to students who have had Art 119. P—Permission of instructor.

248. Marriage and the Family. (4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

301. Religion as a Social Institution. (4) A study of the various forms of religion, such

as denomination, cult, sect. The relationship between religious factors and other social factors. Civil religion and religiosity in the US. P—Sociology 151.

302. Bureaucracy and Society. (4) The sociological analysis of complex organizations focusing on bureaucracy, power, authority, decision-making, and change. Attention will be given to business as well as government and other non-profit organizations. P—Sociology 151.

305. Male and Female Roles in Society. (4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction. P—Sociology 151.

308. Sociology of Art. (2) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings. P—Sociology 151 or permission of instructor.

309. Sex and Human Relationships. (4) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, crosscultural and subcultural variations, and the influence of the mass media. P—Sociology 151 or permission of instructor.

310. Death and Dying. (2) Study of some of the basic issues and problems of modern man in accepting and facing death. P—Sociology 151 or permission of instructor.

311. Women in Professions. (4) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective. P—Sociology 151.

321. Criminal Justice—The Police. (2, 4) Introduction to the structure, organization, and operation of the American police system. P—Sociology 151 or permission of instructor.

322. Criminal Justice—The Courts. (2) The operation and social organization of American criminal courts. Issues of plea bargaining, court overload, and the court's role in crime prevention will be discussed. P—Sociology 151 or permission of instructor.

323. Criminal Justice—Punishment and Corrections. (2) The purpose, structure, and practice of correctional institutions. Includes a review of the philosophical principles of punishment and deterrence, the historical development of prisons, and an evaluation of current alternatives to incarceration. P—Sociology 151 or permission of instructor.

325. Self and Society: An Interactionist Perspective. (4) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction. P—Sociology 151.

333. The Urban Community. (4) A survey of materials relating to the community as a unit of sociological investigation, with emphasis on the urban setting. Of particular

value for social work or community planning. P—Sociology 151 or permission of instructor.

334. Society and Higher Education. (4) An analysis of the social forces that shape educational policies in the US. Assessment of significant contemporary writings on the manifest and latent functions of education. P—Sociology 151.

335. Medical Sociology. (4) Analysis of the social variables associated with health and illness and with the practice of medicine. P—Sociology 151.

337. Aging in Modern Society. (4) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Sociology 151 and permission of instructor.

339. Sociology of Violence. (4) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society. P—Sociology 151.

340. Sociological Issues in Human Development. (4) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society. P—Sociology 151.

341. Criminology. (4) Crime, its nature, causes, consequences, methods of treatment, and prevention. P—Sociology 151.

342. Juvenile Delinquency. (4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems. P—Sociology 151 or permission of instructor.

343. Sociology of Law. (4) Consideration will be given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, the impact of social class and stratification upon the legal order. P—Sociology 151 or permission of instructor.

344. The Sociology of Deviant Behavior. (4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior. P—Sociology 151.

346. Seminar on Social Utopias. (4) Survey of major utopian literature; emphasis is placed upon both the social organization in utopian proposals and their implicit critique of current society and social ideologies. P—Sociology 151.

347. Society, Culture, and Sport. (4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society. P—Sociology 151.

348. Sociology of the Family. (4) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America. P—Sociology 151.

349. Sociology of Science. (4) Emphasis on the origins and growth of science in socio-historical perspective, reciprocal relations between science and society in the twentieth century, science as a social system. P—Sociology 151 or permission of instructor.

350. Mass Communications and Public Opinion. (4) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society. P—Sociology 151.

358. Population and Society. (4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables. P—Sociology 151.

359. Race and Ethnic Relations. (4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice. P—Sociology 151.

360. Social Stratification. (4) The study of structured social inequality with particular emphasis on economic class, social status, and political power. P—Sociology 151.

361. Sociology of the Black Experience. (4) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sport, entertainment, science, politics, etc.). P—Sociology 151.

362. Sociology of Work. (4) Changing trends in the US labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data. P—Sociology 151.

363. Markets and Industry. (4) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. P—Sociology 151 or permission of instructor.

364. Political Sociology. (4) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state. P—Sociology 151 or permission of instructor.

365. Dependency Needs and Social Services. (4) Examination of various forms of dependency, such as social, economic, emotional, and physical, and community social agencies designed to meet these needs. Use of relevant literature, field experience, and resource persons.

371, 372. The Sociological Perspective. (4, 5) A two-semester course dealing with the development and application of major theories and research methods in sociology. A continuing effort is made to enable the student to deal with current theoretically oriented research. Regularly scheduled computer labs will be arranged during the Sociology 372 portion of the course. P—Sociology 151 or permission of instructor.

380. Social Statistics. (4) Basic statistics, emphasizing application in survey research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, Mathematics 109, or Anthropology 380. A sociology major may take Anthropology 380 in lieu of Sociology 380 to meet major requirements.)

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.

398, 399. Individual Study. (1–4, 1–4) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Speech Communication and Theatre Arts

Donald H. Wolfe, Chairman

Professors Julian C. Burroughs Jr., Harold C. Tedford, Donald H. Wolfe

Adjunct Professor Darwin R. Payne

Associate Professor Michael David Hazen

Assistant Professor Jill Jordan McMillan

Visiting Assistant Professor Jo Whitten May

Instructors Allen D. Loudon, Helen B. Warren, David C. Williams

Lecturers Jonathan H. Christman, Caroline S. Fullerton, Mary R. Wayne

Visiting Lecturer James H. Dodding

Debate Coach Ross K. Smith

For convenience in advising majors, the department divides the study of speech communication and theatre arts into the following fields: (1) communication/public address, (2) radio/television/film, (3) theatre arts, and (4) speech pathology/correction. It is possible for a student either to concentrate in one of the first three fields or to take courses across the breadth of the discipline. Specific courses of study for both majors and minors are worked out in consultation with departmental faculty members.

A major in speech communication and theatre arts consists of a minimum of forty credits, at least eight of which must be at the 300 level. In order for a course to count toward a student's major, the student must earn a grade of C or higher in the course.

A minor in the first three fields listed in the first paragraph above requires six courses for a minimum of twenty-four credits, at least eight of which must be at the 300 level.

Those students majoring in speech education and theatre arts education are expected to take specific courses which meet the requirements for teacher certification. Information concerning the courses may be obtained from departmental faculty members.

Highly qualified majors are invited by the department to apply for admission to the honors program in speech communication and theatre arts. To be graduated with the designation "Honors in Speech Communication and Theatre Arts," they must successfully complete 281. For additional information, members of the departmental faculty should be consulted.

280. Special Seminar. (2–4) The intensive study of selected topics in communication. Topics may be drawn from any theory or concept area of communication, such as persuasion, organizational communication, film, or theatre.

281. Honors in Speech Communication and Theatre Arts. (4) A conference course involving intensive work in the area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of instructor.

282. Individual Study. (1–4) Special research and readings in a choice of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.

283, 284. Debate, Radio/Television/Film, Communication, or Theatre Arts Practicum. (2, 2) Individual projects in the student's choice of debate, radio/television/film, communication, or theatre arts; includes organizational meetings, faculty supervision, and faculty evaluation. No student may register for more than two credits of practicum in any semester. No student is allowed to take more than a total of eight credit units in practicum, only four credits of which may be counted toward a major in speech communication and theatre arts. Pass/Fail only. P—Permission of instructor.

Communication/Public Address

151. Public Speaking I. (4) A study of the nature and fundamentals of speech communication. Practice in the preparation and delivery of short speeches.

152. Public Speaking II. (4) The preparation and presentation of short speeches to inform, convince, actuate, and entertain. P—Speech Communication 151.

153. Interpersonal Communication. (4) The course is divided into three parts: communication theory, person-to-person communication, and small group interaction.

155. Group Communication. (4) An introduction to the principles of discussion and deliberation in small groups, with practice in group problem-solving and discussion leadership.

156. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance.

158. Debate and Advocacy. (4) The use of argumentative techniques in oral advocacy: research, speeches, and debate.

161. Voice and Diction. (4) A study of the principles of voice and production, with emphasis on phonetics as a basis for correct sound formation.

250. Introduction to Communication and Rhetoric. (4) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

251. Persuasion. (4) A study of the variables and contexts of persuasion in contemporary society.

255. Introduction to Rhetorical Criticism. (4) An introduction to the theory and practice of rhetorical criticism with emphasis on contemporary rhetorical acts.

261. Clinical Management of Speech and Language Disorders. (4) Methods used to correct speech disorders of voice, rhythm, language, and articulation; observation of

methods used with selected cases in clinical or public school settings. *Offered in alternate fall semesters.*

262. Communication Disorders of the Hearing Impaired. (4) The etiology and effect of hearing impairment on communication. The fundamentals of auditory training, speech reading, and other resources for the rehabilitation of the hearing impaired individual.

263. Speech and Language Disorders I. (4) Study of the disorders of language, articulation, and rhythm, with special emphasis on functional disorders; focus is on the role the therapist plays in assisting the speech-handicapped child. *Offered in alternate fall semesters.*

264. Speech and Language Disorders II. (4) Consideration of etiology and symptoms of speech and language problems due to organic disorders of voice, articulation, language, and hearing. *Offered in alternate spring semesters.*

280. Special Seminar. (2-4) (See previous description.)

281. Honors Course. (4) (See previous description.)

282. Individual Study. (1-4) (See previous description.)

283, 284. Debate Practicum. (2, 2) (See previous description.)

353. British Public Address. (4) A historical and critical survey of leading British speakers and their speeches from the sixteenth century to the present.

354. American Rhetorical Movements. (4) Critical analysis of major rhetorical movements in American history; examines the relationship between rhetoric, ideology, and the development of American culture.

S355. Directing the Forensic Program. (2, 4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

356. The Rhetoric of Race Relations. (4) A study of race relations in America as reflected in the rhetoric of selected black and white speakers. Students apply the historical/critical method in exploring the effects of discourse on attempts at interracial communication.

357. The Rhetoric of the Women's Rights Movement. (4) A rhetorical study of the documents, speeches, and protests of American feminists. The course traces the evolution of women's rights movements in the nineteenth and twentieth centuries and draws contrasts and parallels between them.

358. Argumentation Theory. (4) An examination of argumentation theory and criticism; examines both theoretical issues and social practices.

371. Research in Communication. (4) An introduction to design and statistical procedures for research in communication.

372. A Survey of Organizational Communication. (4) An introduction to the role of communication in organizations, with emphasis on field applications.

373. Intercultural Communication. (4) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds.

374. Mass Communication Theory. (4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. *Offered in alternate years.*

375. Communication and Conflict. (4) A study of communication in conflict situations on the interpersonal and societal levels. *Offered in alternate years.* P—Speech Communication 153 or permission of instructor.

378. Semantics and Language Behavior. (4) A study of the syntactic and semantic aspects of communicative messages.

Radio/Television/Film

141. Radio-TV Speech. (4) An introduction to announcing and performing on radio and television.

142. Writing for Radio-TV-Film. (4) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analysis, commentaries, and editorials).

241. Introduction to Broadcasting. (4) A study of the historical, legal, economic, and social aspects of broadcasting.

242. Radio Production. (4) A study of the basic elements of radio production.

243. TV Production. (4) A study of the basic elements of television production.

245. Introduction to Film. (4) Historical introduction to motion pictures through the study of various kinds of films and their relationship to society.

246. Film Production. (4) A study of the basic elements of motion picture production.

280. Special Seminar. (2–4) (See previous description.)

281. Honors Course. (4) (See previous description.)

282. Individual Study. (1–4) (See previous description.)

283, 284. Radio/Television/Film Practicum. (2, 2) (See previous description.)

342. Seminar in Radio/Television. (4) Extensive readings in and discussion of fundamental theory and current issues in radio and television. *Offered in spring, 1988.* P—Speech Communication 241.

344. Advanced Radio Production. (4) Study of advanced radio forms: documentary and drama. P—Speech Communication 242.

345. Advanced TV Production. (4) Individual production of complex forms of television such as documentary and drama. P—Speech Communication 243.

346. Film Criticism. (3 or 4) A study of film aesthetics through an analysis of the work of selected film makers and film critics. *Offered in spring, 1989.* P—Speech Communication 245.

348. Advanced Film Production. (4) Individual production of complex films such as drama, animation, and documentary. P—Speech Communication 246.

Theatre Arts

121. Introduction to the Theatre. (4) A survey of all areas of theatre art. Experience in laboratory and University Theatre productions. May be used to satisfy a requirement in Division I. Lab—three hours.

122. Introduction to Theatre Technology I. (4) An introductory course in theatre technology focusing on the basic techniques of stagecraft, lighting, drafting, and sound. This course is of special interest to potential majors. Lab—three hours. *Offered in the fall.* P—Theatre Arts 121.

123. Introduction to Theatre Technology II. (4) An introductory course in theatre technology focusing on the basic techniques of costume construction, makeup, scene painting, and stage management. This course is of special interest to potential majors. Lab—three hours. *Offered in the spring.* P—Theatre Arts 121.

218. Technical Graphics and Lighting. (4) The theory and practice of stage lighting including the techniques and terminology used in making both working and construction drawings for theatrical use. P—Theatre Arts 122.

219. Advanced Stage Makeup. (4) The theories, materials, and techniques of theatrical makeup. P—Theatre Arts 123.

220. Advanced Costume Construction. (4) Pattern drafting, cutting, and construction techniques of period theatrical costumes. P—Theatre Arts 123.

221. Mime. (4) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

223. Stagecraft. (4) A study of the basic elements of theatre technology. Practical experience gained in laboratory and University Theatre productions. Open to freshmen and sophomores by permission of instructor. Lab—five hours.

226. Theories of Acting. (4) A study of acting theories and fundamental acting techniques. Open to freshmen and sophomores by permission of instructor. Lab—two hours.

227. Theatre Speech. (4) An intensive course in the analysis and correlation of the physiological, physical, and interpretative aspects of voice and diction on the stage.

228. The Contemporary English Theatre. (2, 3, or 4) An examination of the English theatre through reading, lectures, seminars, and attendance at numerous live theatre performances. The participants are expected to submit written reactions to the plays which are seen. Ample time to allow visits to museums, libraries, and historic places. *Taught in London.* P—Permission of instructor.

280. Special Seminar. (4) (See previous description.)

281. Honors Course. (4) (See previous description.)

282. Individual Study. (1–4) (See previous description.)

283, 284. Theatre Arts Practicum. (2, 2) (See previous description.)

3110. The English Theatre, 1660–1940. (4) A study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes, and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.*

316. Acting Shakespeare. (4) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—Theatre Arts 226.

317. Theatrical Lighting Design. (4) The intensive study of the tools and aesthetics of the designer's craft with practical experience in designing for proscenium, thrust, and arena staging. P—Theatre Arts 125.

318. Theatrical Special Effects. (4) A survey of the various special scenographic and lighting effects used in modern theatre. Special emphasis will be placed on effects used in productions done during the term. P—Theatre Arts 223 and 125.

319. Costume: History and Design. (4) A study of the evolution of costume through the ages and the design of historic costume for the stage. P—Theatre Arts 121.

320. Theatrical Scene Design. (4) A study of the theories and styles of stage design and their application to the complete play. P—Theatre Arts 121 and 223 or permission of instructor.

321. Play Directing. (4) An introduction to the theory and practice of play directing. A grade is not granted for this course until the student has completed Theatre Arts 322. Lab—two hours. P—Theatre Arts 121 and 226 or permission of instructor.

322. Play Production Laboratory. (2) A laboratory in the organization, the techniques, and the problems encountered in a dramatic production. The production of a play for public performance is required. P—Theatre Arts 321.

323. Period and Style in Acting. (4) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—Theatre Arts 226.

324. Advanced Mime. (4) This course enlarges upon skills and techniques acquired

in Theatre Arts 221 (*Mime*), with the addition of other mime forms. The course includes exercises, rehearsals, and performances. P—Theatre Arts 221.

325. Advanced Acting. (4) A concentrated study of the actor's art through theory and practice. P—Theatre Arts 226 or permission of instructor.

326. Performance Techniques. (4) A course in advanced acting techniques, focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, singing, stage combat, etc., may also be included. P—Theatre Arts 226.

327. Theatre History I. (4) A survey of the development of the theatre from its origins to 1870; includes lectures, readings, and reports.

328. Theatre History II. (4) A survey of the development of the modern theatre from 1870 to the present day; includes lectures, readings, and reports.

329. Advanced Theatre Speech. (4) Specific study in the theory and personal development of vocal melody, rhythm, color, and harmony according to the form, style, and mood of a theatrical production. P—Theatre Arts 227 or permission of instructor.

3300. Modern British and Continental Drama. (4) An examination of the works of major British playwrights of the modern period (from approximately 1875 to the present) to include, among others, Shaw, Galsworthy, Osborne, Shaffer, Stoppard, and Bond. At the same time, participants will study plays by major continental writers of the same periods, including Ibsen, Chekhov, Pirandello, Weiss, Handke, etc. Whenever possible, the class will attend performances of relevant plays. *Taught in London.*

3310. A Survey of English Theatre History. (4) Beginning with the Elizabethan period and continuing through the Restoration, the eighteenth century, the nineteenth century, and into the twentieth century, this course will focus on the major periods of English theatrical activities, relevant personalities, and representative dramas. Field trips, museums, and performances will be part of the study of this course. *Taught in London.*

School of Business and Accountancy

Thomas C. Taylor, Dean

Professors Eddie V. Easley, Delmer P. Hylton, Jeanne Owen, Thomas C. Taylor

Associate Professors Umit Akinc, Leon P. Cook Jr., A. Sayeste Daser,

Arun P. Dewasthali, Stephen Ewing, Thomas S. Goho,

Dale R. Martin, Ralph B. Tower

Adjunct Associate Professor Carol Elbing

Assistant Professors John S. Dunkelberg, Timothy P. Summers

Lecturers Lee Stokes, Olive S. Thomas

Instructors S. Douglas Beets, Kim W. Driesbach

Objectives

The School of Business and Accountancy has four objectives:

1. to offer sound academic programs in business and accountancy leading to the Bachelor of Science degree;
2. to undertake on a continuous basis the professional development of its faculty;
3. to serve the University community; and
4. to maintain a productive association with the public, especially the business community.

Two programs of study leading to the Bachelor of Science degree are offered. Students may choose a major in either business or accountancy.

The primary goal of the business program is to provide a general study of business which will enable graduates to enter the business world with a breadth of understanding of relevant business problems and concepts. The general, as opposed to specialized, orientation of the major in business is appropriate for Wake Forest University in light of both its strong liberal arts tradition and its small size.

The major goal of the accountancy program is to give students a thorough understanding of accounting theory and methodology. Study of the basic functions in business operations is included in the curriculum. The role of the accountant in analyzing and controlling operations is considered. Contemporary issues in accounting practice are discussed.

Both the business and accountancy programs are accredited by the American Assembly of Collegiate Schools of Business.

Admission

Admission to the School is by formal application, and applicants will be screened by the Committee on Admission and Continuation of the School of Business and Accountancy. Before being considered for admission to the School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the School of Business and Accountancy are completion of sixty-five credits and a grade point average of 2.0 on all courses attempted.

Students are encouraged to have completed two semesters of *Principles of Accounting*, one semester of *Principles of Economics*, and Mathematics 108 or 111 before admission to the School.

The number of students who can be accommodated is limited. Therefore, the School reserves the right to grant or to deny admission or readmission to any student who meets the minimum requirements. Readmission to the School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 44.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the School of Business and Accountancy will be taken in the School. For students wishing to transfer credit from other schools, the following general guidelines apply:

- (a) Courses at another school passed with the minimum passing grade at that school may not be transferred.
- (b) Courses transferred in business and accountancy may be subject to validating examinations.
- (c) No work in courses numbered 200 and above will be accepted from two-year schools.
- (d) Courses taken elsewhere in subjects not offered at the School of Business and Accountancy may not be counted toward the credits required in the School of Business and Accountancy.

For the BS in business, a minimum of forty credits must be earned in the School of Business and Accountancy at Wake Forest University; for the BS in accountancy, the minimum credits earned in this School must total fifty-two.

Requirements for Continuation

In addition to the requirements stated on pages 43–44, a student must be academically responsible and must show satisfactory progress towards completing the requirements for the degree. The dean of the School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Committee on Admission and Continuation, will decide if the student may continue as a major in this school.

Requirements for Graduation

The School of Business and Accountancy confers the Bachelor of Science degree with majors in accountancy and business. For the major in business, a student must complete the following course work: Accounting 111 and 112; Business 201, 203, 211, 221, 231, 241, 251, 261, and 271; Economics 150; Mathematics 108 or 111; Speech 151 or 153 or 155; and a minimum of three courses from Business 212, 213, 214, 222, 223, 224, 225, 232, 233, 234, 237, or Accounting courses numbered 200 or above. One elective may be taken from economics courses numbered 200 or above.

For the major in accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 252, 254, 261, 265, 271, 272, and 273; Business 201, 211, 221, 231, 241, 251, 252, 261, and 271; Economics 150; Mathematics 108 or 111; and Speech 151 or 153 or 155.

In addition to the courses stipulated above, the student in business and accountancy must also meet the following requirements for graduation:

- (a) a minimum of 144 credits, including the basic and divisional requirements established by Wake Forest College;
- (b) a minimum grade point average of 2.0 on all work attempted at Wake Forest;
- (c) a minimum grade point average of 2.0 on all work attempted at other institutions; and
- (d) an overall 2.0 grade point average on all business and accountancy courses, exclusive of courses repeated with a C grade or better.

Senior Honors Program

Students with a grade point average of at least 3.0 on all college work and 3.3 on all work in business and accountancy are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral examination are required. Those who successfully complete the requirements specified by the School are graduated with the designation "Honors in Business" or "Honors in Accountancy." For additional information interested students should consult a member of the faculty of the School of Business and Accountancy.

Courses of Instruction

Business

201. Business Statistics. (4) Techniques of analysis of numerical data, including descriptive statistics, probability theory, sampling theory, statistical inference, chi-square analysis, analysis of variance, and regression and correlation analysis.

203. Quantitative Analysis. (4) Development and understanding of quantitative decision tools and models to be applied to the managerial decision process. Models include linear programming (graphic, algebraic, and simplex algorithm); sensitivity analysis; duality; transportation and assignment algorithm; decision theory; Markov analysis; and queuing. P—Business 201.

211. Organizational Theory and Behavior. (4) The study of macro and micro organizational design—structure, processes, development, climate, behavior, and performance evaluations.

212. Advanced Organizational Behavior and Human Resources Management. (4) The application of concepts from Business 211 to human resource problems faced by general managers and their organizations. Activities include class discussions, case analyses, and projects. P—Business 211.

213. History of Management Thought. (4) A study of past and present contributions to the art of management—forces and institutions which control and influence the exercise of managerial activities through time. Ethical and philosophical issues are included. P—Business 211.

214. Labor Policy. (4) A study of selected topics in labor-management relations in both the business and the public sector from the view of labor, management, and the public. P—Business 211.

221. Principles of Marketing. (4) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 150.

222. Marketing Strategy. (4) Managerial techniques in planning and executing marketing programs in business and nonbusiness organizations. Emphasis is on the group experience in decision-making related to market segmentation, product innovation and positioning, channels of distribution, pricing, and promotion. Extensive use of cases, readings, and team presentations. P—Business 201 and 221.

223. International Marketing. (4) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221 and senior standing.

224. Marketing Research. (4) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

225. Buyer Behavior. (4) Study of basic behavioral science applications in buyer motivation and behavior and in buying decisions. Emphasis on current research and theory relating to consumer behavior. P—Business 221.

231. Principles of Finance. (4) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or non-profit organization. P—Accounting 112 and Economics 150.

232. Advanced Financial Management. (4) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.

233. Investment Analysis. (4) Study of investment alternatives, expected returns, and corresponding risks; valuation of stocks and bonds applying both fundamental and technical analysis; survey of past and current methods of stock selection techniques, including portfolio considerations. P—Business 231.

234. Multinational Financial Management. (4) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.

237. Taxes and Their Role in Business and Personal Decisions. (4) A review of the basic principles of income, property, sales, and payroll-related taxes and an examination of their impact on business and personal decisions. Introduction to tax return preparation and tax planning techniques. Not open to accounting majors; credit not granted for both Business 237 and Accounting 271. P—Accounting 112.

241. Production and Operations Management. (4) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.

251. Management Information Systems. (4) Study of the development, design, and implementation of management information systems with introduction to the terminology, concepts, and trends in computer hardware and software.

252. Management Information Systems. (4) Study of the development, design, and implementation of management information systems. Attention is given to accounting information systems and the flow of information through the purchasing, production, and sales cycles with emphasis on administrative and accounting controls. Open only to accounting majors.

261. Legal Environment of Business. (4) A study of the legal environment in which business decisions are made in profit and non-profit organizations. Emphasis is put upon how the law develops and how economic, political, social, and ethical considerations influence this development.

270. Business Law. (4) A study of the law applicable to business transactions with accounting and auditing implications. Open only to senior accounting majors. P—Business 261.

271. Business Policy. (4) Application of the case method to problems of business policy formulation and strategic planning. P—Business 202, 211, 221, 231, and 241.

281. Reading and Research. (2, 3, or 4) Directed study in specialized areas of business. P—Permission of instructor.

Accountancy

111. Accounting Principles I. (4) The basic accounting process and underlying principles pertaining to the preparation and interpretation of published financial statements. Sophomore standing.

112. Accounting Principles II. (4) A continuation of Accounting 111 and an introduction to management accounting. P—Accounting 111.

211. Intermediate Accounting I. (4) A detailed analysis of theory and related problems for typical accounts in published financial statements. P—Accounting 112.

212. Intermediate Accounting II. (4) A continuation of Accounting 211. P—Accounting 211.

252. Cost Accounting. (4) Advanced study of management accounting, including budgeting, product-costing, cost allocation, standard costs, transfer-pricing, differential analysis, and cost-behavior analysis. P—Accounting 112.

254. Accounting in the Not-for-Profit Sector. (3) An examination of accounting theory and practice in governmental and eleemosynary organizations. P—Accounting 211.

261. Advanced Accounting Problems. (4) A study of the more complex problems found in business operations, business combinations, reorganizations, and dissolution. P—Accounting 212.

265. Contemporary Issues in the Accounting Profession. (1) A seminar course in which current issues in accounting theory and practice are examined. Open only to senior accounting majors. P—Accounting 211.

271. Income Tax Accounting I. (4) A survey of basic income tax concepts associated with individuals, partnerships, corporations, estates, and trusts. Introduction to tax research and planning. P—Accounting 212.

272. Income Tax Accounting II. (2) A survey of basic income tax concepts associated with corporations; review of current changes in the federal income tax law. P—Accounting 271.

273. Auditing. (4) Examination of basic auditing concepts and relationships, and the auditor's reporting and professional responsibilities. Study of auditing procedures commonly used in public accounting and internal auditing. P—Accounting 212 and Business 252.

275. CPA Review-Accounting Practice and Theory. (4) An intensive study of CPA-type problems found on the accounting practice and accounting theory sections of the CPA exam. P—Accounting 252 and 261.

278. Reading and Research. (2, 3, or 4) Directed study in specialized areas of accountancy. P—Permission of instructor.

Degrees Conferred

May 19, 1986

Bachelor of Arts

Khalil Elias Abu-Saba	John Whitney Boswell
Bobbi Jo Acord, <i>summa cum laude</i> , <i>with honors in politics</i>	Molly Morris Bowman, <i>cum laude</i>
Lisa Elaine Adams, <i>cum laude</i>	Kevin Myers Boyanowski
Katherine MacKay Allan, <i>cum laude</i> , <i>with honors in Romance languages</i>	Catherine Ann Brereton, <i>cum laude</i>
Mary Carolyn Alleman	Patrick Todd Brewer, <i>cum laude</i>
Jeanette D. Allen, <i>summa cum laude</i>	Sara Elizabeth Bright
Walter Dale Anderson	Janna Helen Brooks, <i>magna cum laude</i>
Cara Lynn Andreoli	Georgia Wilburn Brown, <i>cum laude</i>
Thomas Carl Aquilina, <i>magna cum laude</i>	Pierre Andri Brown
George Herbert Armstrong Jr.	Markham Hunt Broyhill
Raquel Maria Aronhime, <i>cum laude</i>	Wayne Thomas Bunch II
Todd David Auch	Laurie Jo Burch
Betty Lynn Bailey	Kathleen Louise Bureau
David Eric Baker	Joseph Eugene Burns, <i>cum laude</i>
Gary Baldinger	Paul Brewster Burroughs
David Allan Barbera	Wellington Richardson Burt IV
Ricky Lee Bare, <i>cum laude</i>	Richard Collins Butz
David Todd Barker	Dennis Patrick Calvert
Robert Neal Barrett	Cynthia Denise Campbell, <i>cum laude</i>
Alice Ann Basinger	Robert West Canfield III
Emory Bass, <i>cum laude</i>	Julie H. Caplan
Daniel Ralph Bassett, <i>cum laude</i>	Michele Annette Carpenter
Jennifer Joan Baucom, <i>cum laude</i>	Caren Louise Carter
Pete Hudson Bazemore Jr.	Douglas Alan Carter, <i>cum laude</i>
Allen Dickerson Beck	Kevin Andre Carter, <i>cum laude</i>
Robin Nannette Beeson	William Wilson Carter
John Michael Bell	Kenneth Lee Caudle, <i>cum laude</i>
David Perry Bernat	Edwin B. Cheek
Walter F. Berry	Bridget Wynne Chisholm, <i>cum laude</i>
Jennifer Anne Betts	Linda Denise Chouquette
Catherine Elisabeth Bevan	Bobby Dale Church
Edward Krell Bilich, <i>summa cum laude</i>	David Theodore Clark
John Fleming Blair	Michael Gary Clendenin
Thomas Sullivan Blalock Jr.	Randy Cornell Clipp, <i>magna cum laude</i>
Joseph Thomas Block	Corey William Cochran
Mary Dawson Booe	Phyllis Celine Coe, <i>cum laude</i>
	Catherine Marie Coles, <i>cum laude</i>
	Janice Marie Collins

- Bruce Edwin Cook
 Kaye Frances Cook, *cum laude*
 Carolyn Marie Cooper, *summa cum laude, with honors in English*
 William Kenneth Cooper, *cum laude*
 Sarah Jeanne Cross
 William H. Crow II, *magna cum laude*
 Suzanne Renee Cunningham, *cum laude*
 Allyson Lynn Currin, *cum laude*
 Gene Taylor Daniel
 Mary Margaret Davis, *magna cum laude*
 Allen DeWitt Decker
 Ronald Dwyatt Dempsey Jr., *cum laude, with honors in psychology*
 Virginia Lynne Dennis
 Kimberly Ann Dickey, *magna cum laude*
 Mark Dwayne Dodson
 Donald Allen Downs
 Allison Leigh Doyle, *cum laude*
 Mark Allen Durham, *magna cum laude, with honors in physics*
 Mariam Annette Dvorak, *cum laude, with honors in psychology*
 Mark Allen Earnest, *magna cum laude*
 Glenn Roderick Eiband
 Kristin Kaila Eldridge, *magna cum laude*
 Angela Gail Ellis, *cum laude*
 Bryan Craig Ellison, *cum laude*
 David Paul Ensor
 Amy Elizabeth Erickson, *cum laude*
 Raymond Benjamin Farrow III, *cum laude, with honors in politics*
 Neal Watts Feigles
 Marianne Feringa
 Jeffrey Todd Ferner
 Louis Joseph Fisher IV
 Angela Moore Fleming, *cum laude*
 Curtis Hilliard Fletcher
 Stephen Michael Flynn
 Carol Elaine Folkman
 Janet Lynn Fontana, *cum laude*
 Robert Edward Foote II, *cum laude*
 Gloria Ann Forrester, *cum laude*
 Dixie Lynn Friend
 Paul Bartholomew Garber
 Christopher Allen Garner, *cum laude*
 Rebecca Louise Gaskin, *cum laude, with honors in history*
 Virginia Lee Gelston
 Cynthia Loren Gibson, *magna cum laude, with honors in history*
 Robert Stuart Gilchrist
 Robert Nicholas Giraldi Jr.
 Sally Catherine Glass
 Julee Ann Glaub
 Mark Andrew Gomez
 Ricardo Juan Gómez
 Virginia Winfree Gooch
 Elizabeth Brooks Gordon, *cum laude*
 Robert Charles Gorham II
 Kenneth Garfield Grantham
 Lois Ardrey Gray, *cum laude*
 Katherine Marie Greenleese, *cum laude*
 Gina Rae Grubbs, *cum laude*
 Patricia Lynn Guffey
 Susan Hill Gunter, *cum laude*
 John Hardy Hall Jr., *cum laude*
 Mark Alexander Hall
 Richard Lee Harkey
 Addie Marica Harris
 Janet Sheryl Harris, *summa cum laude, with honors in anthropology*
 Lisa Dawn Harrod
 Walter Hedrick Hart
 Sonja Kay Harvey
 Thomas Andrew Healy
 Kimberly Sue Helmtollter, *cum laude*
 Christopher Edwin Hendricks, *cum laude, with honors in history*
 John Patrick Henretta, *magna cum laude, with honors in chemistry*
 Roger William Herrmann Jr.
 Joseph Forest Hill
 William Mark Hines
 M. Linda Hippler, *cum laude*
 Laurie A. Hockman, *cum laude*
 Rose Elizabeth Holleran

- Rosemary Sue Hondros,
magna cum laude
- James Edward Hoots
- Noel Christopher Hunter
- Bernard Philip Hvozdoivic Jr.
- William Leighton Iler, *cum laude*
- Linda Jo Imboden, *cum laude*
- Bernard Alexander Ingram
- Christine Wilson Jacobs
- Dawn Tiffany Jameson
- Douglas Peter Jankowski
- Joseph Edward Jeffreys
- Stephen James Jeffries
- Brooks Kemper Johnson, *cum laude*
- Duncan MacNeill Johnson
- Denise Joan Jolliffe
- Cecil Barclay Jones
- Virginia Skinner Jones
- Herbert David Joyner Jr.
- Karen Leigh Keiger, *cum laude*
- Alayna Jane Keller, *magna cum laude*,
with honors in Romance languages
- David Royal Kellogg, *cum laude*,
with honors in English
- Jeffrey John Kennerdell
- Floyd Jones Kenyon
- Rogan Thomas Kersh, *summa cum laude*, *with honors in politics*
- John Michael Kilby, *summa cum laude*,
with honors in English
- John Davis Kimberly
- James Croom Kirkpatrick
- Caroline Anne Klem, *cum laude*
- Karen Eileen Korteling, *cum laude*
- William Thier Kraus, *cum laude*
- Neil William Kunkel
- Laura A. Lacina, *magna cum laude*,
with honors in speech communication and theatre arts
- Lesley Anne LeFave, *cum laude*,
with honors in psychology
- Ned Warner Laird, *cum laude*
- Penny Lynn Lampros
- Kimberly Ann Lanane, *cum laude*
- James Ford Lang, *cum laude*,
with honors in politics
- Dena Beth Langley, *cum laude*
- John Mitsch Lapinski
- Mark Steven Latti
- Richard Anthony Leadem
- Elizabethe A. Ledbetter, *cum laude*
- Angela Warren Lee
- Debora Claire Lentz, *cum laude*
- Larry Alvin Lindsay II
- William Germer Lindsay III,
cum laude
- John Dixon Lineberger IV
- Mary Ellen Lloyd, *cum laude*
- Richard Thomas Lombard
- Dale Andrew Louda
- Thomas Halbert Lowe Jr.
- Kathleen Rosalie Lufkin
- James Francis Madden
- Kevin Scott Magee, *cum laude*
- David Scott Magness
- Theresa Carolyn Malis, *cum laude*
- Brian Leslie Maness
- Mary Stark Watkins Marshall
- Deborah Yvonne Martin, *cum laude*
- Elizabeth Shuping Mauney
- Sally Moye Mayo
- Joseph DeLoan McCotter III
- Piper Beth McDaniel
- Noel Bruce McDevitt Jr.
- Bonnie Charlotte McEachern,
cum laude
- Richard G. McGimsey Jr.
- Sheila McGrory, *magna cum laude*
- Charles Wyatt McKeller, *cum laude*
- Kelle Barabenov McPeters
- Robyn Ann Meyer, *cum laude*
- Lisa Karen Miller, *cum laude*
- Mark Emerson Miller
- Michael T. Miller, *cum laude*
- Carey Francis Mills
- Michael William Mitchell
- Robert Andrew Mitchum, *cum laude*,
with honors in psychology
- Paul William Moore
- Janet Lea Moredock, *summa cum laude*
- Lawrence Anderson Moretz,
cum laude

Robert Paul Morgan
Scott Andrew Morrison, *magna cum laude, with honors in psychology*
Scott Worthington Morrison II
Spencer K. Morrison
Martha Eugenia Morton
Joseph J. Mullany, *cum laude*
Kenneth William Myers, *magna cum laude*
Julia Elizabeth Nash
Gerard Robert Nazziola Jr., *cum laude*
Vickie Lee Nelon, *cum laude*
Mary Lorraine Nelson
Vaughn Paul Nelson, *cum laude*
Dann Newby
Jeffrey Wayne Norris
David Anthony Norton, *cum laude, with honors in art*
Laura Lee Novatny, *cum laude*
George Russell Nuce, *magna cum laude*
Osman Syed Omer
Frances Marie O'Roark
Michael Scott Orfinger, *cum laude*
Lisa Ormand, *summa cum laude, with honors in English*
Arthur Wooten Orr
Duane Billy Owens
Christopher Todd Page
Andrew David Payerle
Laura Elizabeth Payne, *summa cum laude*
Lee Ann Perdue, *magna cum laude*
Brian Richard Perkinson, *cum laude, with honors in psychology*
John Douglas Phillips
Jeanne Burden Pilgrim
Mark Anthony Pilson
Glenna Elam Poindexter, *cum laude, with honors in music*
Alan Jeffery Prince, *cum laude*
Richard George Protasewich
Mary George Pullen
Kirk J. Raslowsky
James Joseph Ratchford III
Alex Andrew Reeves

Anne Turner Reichert, *cum laude*
Karen Lynn Reinert
Mark Alexander Rhoades
Tracey Parks Rich, *cum laude*
Karen Reaves Richardson, *cum laude*
Ronald Jeffrey Rick
Scott Edward Riffe
Jennifer Sue Rinehart, *cum laude, with honors in speech communication and theatre arts*
Joseph Thomas Ring
Wayne Allen Ritchie II
Donna Kay Roberson, *cum laude*
Christian Louis Rodenhaver
Patricia Anne Rogers, *cum laude*
Susan Clarke Rogers, *summa cum laude*
Gregg Howard Rosenblatt, *cum laude*
Linda Ruble
Edwin Thom Rumberger Jr., *cum laude*
Regine Susanne Sack
Alfred N. Salley Jr., *magna cum laude, with honors in psychology*
Charles Samaha
Robert Charles Schamay, *magna cum laude*
William Roger Schmitt
Forrest Franklin Schrum III, *magna cum laude*
Joseph Francis Scibelli
William Guin Scoggin, *cum laude*
Karrin Kristine Scoggins
George Giffen Searcy
Michael Gerard Sebesta
Frederick David Seeley
Paul Stuart Seelman
Darla Jo Shell, *cum laude*
Melinda Raye Shoemaker
James Orren Sims, *cum laude*
Jean R. Sinclair
Randall B. Singleton
Martha Ann Sloop
Rena Catherine Small
Christopher John Smith

Sarah Elizabeth Desaulniers Smith,
magna cum laude
 Steven Haworth Fielden Smith
 Terry Elaine Smith, *cum laude*
 John G. Snover
 James C. Snyder Jr.
 Jeannette Aimée Sorrell,
summa cum laude
 Laura Lee Southard
 Robert Alan Southern
 Cathryn Pauline Steeves, *magna cum*
laude, with honors in art
 Cynthia Lynn Stevens
 Robert S. Stevens, *cum laude*
 Russell Stuart Stogner
 William Todd Strawn
 Robert Richmond Stroupe
 Teresa Rae Summerlin
 Francis George Surprenant,
magna cum laude
 Mary Elizabeth Sutton,
summa cum laude
 James Andrew Talbert
 Virginia Susan Tant
 Garland Scott Taylor Jr.
 Charles Royal Tedder Jr., *cum laude*
 Scott Colvin Tepper
 Sheila Marion Thabet
 Emerson McLean Thompson III
 Janet T. Thompson
 Cynthia Elaine Tompkins
 James M. Trusty, *cum laude*

Stephen Andrew Tufo
 Katharine Anne Tuggle, *cum laude*
 Brian Leslie Upchurch
 Frank Douglas Valchar
 Cynthia Gail Vardiman,
magna cum laude
 Robert S. Vaughan Jr.
 Arthur William Vernon Jr., *cum laude*
 Mary Spivey Vick, *summa cum laude*
 Emmett James Walsh III, *cum laude*
 Walter A. Ward III
 David Thomas Washington
 Amy Leigh Waters
 James Mitchell Watson
 Mary Katharine Watts, *cum laude*
 William M. Wellman Jr.
 Scott Jerome Whalen
 Jill Annette Whatley
 Foy Hill White
 Catherine Hudson Whiting
 John Francis Wible, *summa cum laude*
 Nancy Jean Williams, *cum laude*
 Scott Jonathan Williams
 Carol Theresa Willis
 Nedra Lynn Wilson
 David Wheeler Wood
 Kevin Ray Woody, *cum laude*
 Scott Anthony Wright
 Harry Lane Wurster Jr.
 Michael Brian Wyeth
 Lawrence Thomas Zehfuss Jr.
 John Mull Ziegler Jr.

May 19, 1986

Bachelor of Science

David Blair Alligood, *cum laude*
 Stephen Michael Ansley
 Trevor Leigh Bailey
 David Perry Barksdale,
magna cum laude
 Christianne L. Baucom, *summa cum*
laude, with honors in mathematics
 Elizabeth Conrad Becton, *cum laude*

Chyrise Anne Bergen, *cum laude*
 Reginald Brent Blaylock
 Kimberly Ann Bodoh
 Melissa Jean Brethauer
 Kelli Denise Brewer, *cum laude*
 John Norris Broughton
 Jayne Leah Bunton, *magna cum laude*
 James Andrew Carney, *cum laude*

- Richard Oliver Chapman,
summa cum laude
Robert Gary Chapman
Kelly Sue Chlad
Ruben Cintron
Larry Van-Thomas Crisco, *cum laude*
Terrence Allan Cronin Jr.
Edward John Czarnecki,
magna cum laude
Nancy Leigh Davidson, *cum laude*
Fred T. Davis
Anna Arrington Draughn,
magna cum laude
Celia Gayle Duke, *summa cum laude*
Thomas Calvin Freeman II
Larry Bruce French, *cum laude*
Kathy Anne Frye
Thomas Gerard Gettinger, *cum laude*
Susan Lynn Hand, *summa cum laude*
Susan Lynn Hanny, *cum laude*
Dana Jeanne Hedges
Paige Elizabeth Higgins,
magna cum laude
Hans Leighton Hinson
Jonathan Cordell Hinson, *cum laude*
Chad Ashley Holder,
summa cum laude
Angela Holum
Mark Taylor Hooten, *magna cum laude*
Cynthia Lynn Jetter
William Edward Keating
Harriet Lynn Kolmer, *cum laude*
Eric Ford Kuehn, *summa cum laude*
Angela Jane Langenfeld
Angela Dawn Leatherman
Sherry Elizabeth Lee
Troy Allen Leight
Mark David Lins, *cum laude*
John Wesley Luidens
Eric Meyer Martin
Carl Bruce Massey Jr., *cum laude*
Carolyn Martin Massey
Richard James Mathers
Martha Hardy McCrorey
Paul Swicegood McCubbins Jr.
William Kuhn McGreevey, *cum laude*
Muriel Brooks McLean, *summa cum laude, with honors in mathematics*
Peggy Luanne Medlin
Douglas A. Mikaelian
Barbara Ann Minton, *cum laude*
Beverly Dawn Moose,
summa cum laude
Julie Ann Moreau
Molli Ann Moricle, *cum laude*
Janice A. Morrill
Judith Newman
Jill Adele Noles
Michael Gordon Palumbo
Sharon Kaye Parks, *cum laude, with honors in chemistry*
Michael Lewis Pate, *cum laude*
Brian Maurice Peek, *cum laude*
Lars Arthur Pekay
Jon Lewis Phillips, *cum laude*
Beverly Karen Pickett
Dale Arthur Roach Jr.
Mark Windsor Roberson, *magna cum laude, with honors in mathematics*
Peter Bakewell Rodes, *cum laude*
Margie Ree Rodgers, *cum laude*
Helen Louise Rogers, *cum laude, with honors in mathematics*
Brian Frederick Rollfinke,
summa cum laude
Sherry Lynn Savage
James Sidney Michael Scibetta,
cum laude
Thomas Edward Sharon Jr.,
magna cum laude
Jerry Reagin Smith Jr.
Sharon Anne Smith
Gerald Mendoza So, *cum laude*
Roy Walter Sprinkle
Lani Luise Staiger, *magna cum laude*
Lisa Dawn Stockton, *cum laude*
Laurie Beth Stratton, *cum laude*
Terri Michelle Stump, *cum laude*
Steven Glenn Sutton, *cum laude*
David Frederick Swaile
Kristie Ellen Thompson
Jeffrey Niels Thordahl, *cum laude*

Richard Ulloa Tobar, *cum laude*
 Julie Kristine Truax, *cum laude*
 James Kurt Tucker, *cum laude*
 Maribeth Tyson, *summa cum laude*
 Timothy Michael Viner
 Catherine Eskridge White
 Jonathan Gaines White, *cum laude*
 Todd Clark White, *summa cum laude*

Brian Glenn Widenhouse, *cum laude*
 John Mark Williams, *summa cum laude*
 Wanda Carol Williams, *cum laude*
 Jonsye Dickens Wurthmann
 Janet Elizabeth Yancey, *cum laude*
 Douglas Montell Yoder
 Amy Jeanette Holland Ziglar,
magna cum laude

May 19, 1986

Bachelor of Science
The School of Business and Accountancy

Brent William Ambrose
 Elizabeth Karen Bailey,
magna cum laude
 Timothy Winfred Bailey, *cum laude*
 Vonda Leigh Bass, *cum laude*
 Jeffrey Rogers Bates
 Ellison Elizabeth Baynes
 Kevin Edward Beeson
 Jennifer Dawn Blackburn
 Melanie Ann Blackburn
 Jennifer Marion Brading
 William Thomas Bundick Jr.
 Kevin Michael Burket
 Martha Hatley Burns, *cum laude*
 William Devin Busko II
 Frances Marion Carlton, *cum laude*
 Michael Gearheart Carter
 James Bryan Cash
 Charles Hamilton Cate Jr.
 Mari-Ann Christy
 John Charles Clark Jr.
 Carolyn Courtney Coleman
 Karen Reed Conley
 Pamela Jill Cox
 Laura Frances Davis
 Lesley-Jane Dixon
 Susan Hayes Dore, *cum laude*
 Michael A. Dowell
 Alison Ann Dubbs, *cum laude*
 Douglas Michael Ellis
 Frederick Wesley Eubank II

Gary A. Fairbanks
 Kenneth James Fairman
 Vernon Scott Flowers, *cum laude*
 Ames Bishop Flynn
 Jennifer McKeithen Gibson
 Shelly Anne Glontz
 Herman Theron Goins Jr., *cum laude*
 Gary Scott Gray, *cum laude*
 John Shepherd Greenwood
 Gail Elizabeth Haase
 Matthew Pullen Hadley
 James F. Hahn III
 Mary Carolyn Hall, *cum laude*
 Linda Virginia Havens, *cum laude*
 Michael Carter Hedrick
 Kimberly Michelle Hewitt
 Daniel Kelly Hogan
 H. Russell Holland III
 Edward Dallas Hollingsworth
 Todd Stephen Howard
 Clinton Gray Hubbard
 Daniel Ivan Hunt, *magna cum laude*
 Thomas Yoshito Ikegami
 Anthony Clark Johnson
 Steven Kenneth Juhasz
 Duncan Black Kerr
 William Douglas King Jr.
 Thomas Karl Koppein
 Thomas John Kunik
 Dan Carl Langford
 Tamara Susan Lindley

James Allan Logie
 Marco E. Lucioni, *magna cum laude*
 Catherine Davis Malone
 John Christopher Martin
 Amy Burton McNeer, *cum laude*
 Cynthia Ruth Miller, *cum laude*
 Charles Hampton Munn Jr.,
cum laude
 Daniel V. Murphy
 Thomas Gerard Ondrof
 Diane Renee Ott, *cum laude*
 Kenneth Scott Pasquith, *cum laude*
 Sara Ellen Phipps, *cum laude*
 José Tuason Quimson
 Steven Lee Reeder
 Robert Joseph Reger, *cum laude*
 Susan Marie Rheahme
 Laura Jeanne Richards
 Elizabeth Ellen Roddy,
magna cum laude
 Timothy Michael Ruane
 Elizabeth Belle Rucker, *cum laude*
 James Gray Rucker
 David Howard Rupp
 Paul Walter Schacht, *cum laude*
 Susan Jean Schoenwald
 Kathryn Hess Sena

James Walston Shearin
 Allyson Denise Shepard
 Robert Anthony Sileo
 Kris Denise Sirhan
 Martha Ellen Skidmore
 Joseph Corey Slepp
 Kelly Monroe Smith, *cum laude*
 Ralph Mattox Snow III, *cum laude*
 Richard Paul Soja, *cum laude*
 Kelly Linn Spooner
 Wade Austin Stanley
 Donna Sue Stevens
 Christopher Thomas Taylor
 Roberta Ruth Taylor
 Elizabeth Dibrell Thomas
 Clifton Clark Tyson
 Anne Marie Warren
 Steven Eric Warren
 Barbara Jean Weger
 David Sanders Wegerek
 Maria Marye Whalen
 John Lawrence Wolf
 Walter Thomas Wood Jr.
 Laura Ellen Woodford
 Andrew Paul Zalman
 Janet Ann Zucker, *cum laude*

August 9, 1986

Bachelor of Arts

Maxwell James Bartholomew
 Tricia Fisher Brown
 Gregory Jackson Carter
 James William Clark
 Corina Criticos
 Daniel Joseph Doherty III
 William Edward Durham Jr.
 Margaret Joan Falkenberg
 Paul Minges Farley
 Jan Russell Fiske
 Robert Kye Goalby
 Suzanne Marie Grimes

Michael Lawrence Henry
 James Douglas Illing
 Frank George Kavounis
 Thomas Ward Kitchen III
 John Gavin Knight
 Donald Patrick McCauley
 Brian Keith Paschal
 Alexander Ruthven Perry
 Rebecca Loeen Proctor,
summa cum laude
 Richard A. Reavis Jr.
 Scott Charles Lindsay Robinson

Susan Brett Roome
 Charles Randall Sharpe
 Kurt Darrick Spitz
 John Austin Stanley
 Eric David Stiff

William Elliott Todebush
 Floyd James Alan Trivett
 David Carroll Wagoner
 Robert Laurence Dade Wall
 Temple Morris White

August 9, 1986
Bachelor of Science

Brian Donald Armstrong
 Angela Eleanor Dombrowski,
cum laude
 Jennifer Sue Miller

Larry Allen Pearce Jr.
 William Phillips Jr.
 Henry David Smith III
 William Thomas Steele

August 9, 1986
Bachelor of Science
The School of Business and Accountancy

Matthew Edward Ledford
 Michael Anthony Matella
 Stacey Toland Oakhill
 Elise Clark Ross
 Guido Schillig
 Andreas O. Schwarz

Alan Penn Smith
 David Thomas Smith
 C. Michael Sotiriou
 Michael Ashbury Wilcox
 John Stephen Wilkinson

December 16, 1986
Bachelor of Arts

Nancy Jo Atkinson
 Timothy John Bennett
 Scott Paul Berrier
 Carl Andrews Boggs III
 Cornelius Francis Brantley Jr.,
cum laude, with honors in
religion
 Kirk Brennan Brooks
 Joe Douglas Carter
 Mary Elizabeth Clark

Julia Mae Edwards, *magna cum laude,*
with honors in history
 Kevin Giles Ericksen
 Kathryn Ann Friggle
 Gilmer Glenn Green III
 Ronald Wade Grinton
 David R. Hartness
 Susan Elaine Jackson
 Gregory Martin Keeley
 Christopher L. Koontz

Robert Bradley McCormick
John Patrick McHugh
Lori Elizabeth McIntire
Ira James McKeller
Michael David McNeil
Terrence Kevin Mooney
Noel Crook Moore, *cum laude*
Timothy Francis Morrison
David Henry Paff

James Partington IV
Erika Anne Queen, *magna cum laude*
Galen Brock Radebaugh
William Wesley Ragland III
Wendy Caroline Rushworth
Susan Diane Steiger, *cum laude*
Lana Lynette Tuttle
Zane Edward Warren
Clare Richard Wilson III

December 16, 1986
Bachelor of Science

Stephen Frederick Ball
Lance Michael Burma,
magna cum laude
Toby Cecil Cole Jr., *magna cum laude*
Lillian Michelle Conner
Jeffrey Scott Crews, *magna cum laude*

Keith Frank Cronan
Christine O'Neill
Talmage Gregory Rogers III,
cum laude
Glennell W. Smith
Peter Alan Wainwright Swain

December 16, 1986
Bachelor of Science
The School of Business and Accountancy

James Edward Brady
Alex Sherman Burns
Kris Lanada Carswell
Brenda Margarita Corrie
Garold Frank Crayton III
Clayton Stewart Ferner
John Frederick Harris, *cum laude*

Margaret Lenore Johnson
Walter Eugene Johnston IV
Traci Ellen Noah, *cum laude*
Michael Luis Sierra
Christopher E. Timberlake
John Russell Van Buren

Honor Societies

Omicron Delta Kappa

Members of the Class of 1986

Christianne Louise Baucom
 Edward Krell Bilich
 Anne Barbara Brown
 Richard Oliver Chapman
 Bridget Wynee Chisholm
 Randy Cornell Clipp
 Mary Margaret Davis
 Mark Allen Earnest
 Caroline Lanier Fishburne
 Larry Bruce French
 Herman Theron Goins Jr.
 Sonja Kay Harvey
 Timothy Mark Hendrix

Paige Elizabeth Higgins
 Rogan Thomas Kersh
 James Ford Lang
 Marco Enrico Lucioni
 Teresa Carolyn Malis
 Martha Hardy McCrorey
 Muriel Brooks McLean
 Robert Andrew Mitchum
 Lisa Ormand
 James Conrad Snyder Jr.
 Mary Elizabeth Sutton
 Mary Spivey Vick

Phi Beta Kappa

Members of the Class of 1986

Bobbi Jo Acord
 Jeanette Denise Allen
 Elizabeth Karen Bailey
 David Perry Barksdale
 Christianne Louise Baucom
 Edward Krell Bilich
 Jayne Leah Bunton
 Richard Oliver Chapman
 Randy Cornell Clipp
 Carolyn Marie Cooper
 William Howard Crow II
 Edward John Czarnecki
 Mary Margaret Davis
 Kimberly Ann Dickey
 David Glenn Dixon
 Anna Arrington Draughn
 Mark Allen Durham
 Mark Allen Earnest
 Kristin Kaila Eldridge
 Cynthia Loren Gibson
 Susan Lynn Hand
 Janet Sheryl Harris

Timothy Mark Hendrix
 John Patrick Henretta
 Paige Elizabeth Higgins
 Chad Ashley Holder
 Mary Taylor Hooten
 Daniel Ivan Hunt
 Alayna Jane Keller
 Rogan Thomas Kersh
 John Michael Kilby
 Eric Ford Kuehn
 Sheila McGrory
 Muriel Brooks McLean
 Beverly Dawn Moose
 Janet Lea Moredock
 Kenneth William Myers
 Lisa Ormand
 Laura Elizabeth Payne
 Lee Ann Perdue
 Brian Frederick Rollfinke
 Mark Windsor Roberson
 Elizabeth Ellen Roddy
 Susan Clarke Rogers

Alfred N. Salley Jr.
Forest Franklin Schrum III
Thomas Edward Sharon Jr.
Jeanette Aimée Sorrell
Lani Luise Staiger
Cathryn Pauline Steeves
Francis George Surprenant

Mary Elizabeth Sutton
Maribeth Tyson
Mary Spivey Vick
Todd Clark White
John Francis Wible
John Mark Williams



*Reynolds Professor of American Studies
Maya Angelou*

Enrollment

Fall 1986

The Undergraduate Schools	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors	458	333	791
Juniors	480	347	827
Sophomores	498	410	908
Freshmen	550	324	874
Unclassified	<u>47</u>	<u>82</u>	<u>129</u>
Total	2,033	1,496	3,529
The Graduate School <i>(Reynolda Campus)</i>			
Master's Program	71	147	218
Doctoral Program	13	2	15
Unclassified	<u>0</u>	<u>5</u>	<u>5</u>
Total	84	154	238
The Graduate School <i>(Hawthorne Campus)</i>			
Master's Program	4	4	8
Doctoral Program	42	46	88
Unclassified	<u>5</u>	<u>2</u>	<u>7</u>
Total	51	52	103
The School of Law	317	174	491
The Babcock Graduate School of Management			
Master's Program	144	53	197
Executive Program	<u>53</u>	<u>18</u>	<u>71</u>
Total	197	71	268
The Bowman Gray School of Medicine	283	142	425
Allied Health Programs	<u>16</u>	<u>144</u>	<u>160</u>
Total	2,981	2,233	5,214

Geographic Distribution—Undergraduates

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Alabama	18	17	35
Alaska	2	0	2
Arizona	3	1	4
Arkansas	1	1	2
California	11	3	14
Colorado	2	2	4
Connecticut	43	12	55
Delaware	21	11	32
District of Columbia	4	2	6
Florida	139	77	216
Georgia	94	69	163
Hawaii	1	2	3
Idaho	0	0	0
Illinois	17	12	29
Indiana	6	1	7
Iowa	1	0	1
Kansas	2	4	6
Kentucky	26	19	45
Louisiana	5	3	8
Maine	4	0	4
Maryland	106	60	166
Massachusetts	27	13	40
Michigan	8	9	17
Minnesota	4	4	8
Mississippi	3	0	3
Missouri	12	2	14
Montana	1	0	1
Nebraska	1	1	2
Nevada	0	0	0
New Hampshire	6	0	6
New Jersey	104	45	149
New Mexico	1	1	2
New York	99	40	139
North Carolina	708	686	1,394
North Dakota	1	0	1
Ohio	58	25	83
Oklahoma	1	2	3
Oregon	1	1	2
Pennsylvania	91	34	125
Rhode Island	4	0	4
South Carolina	63	47	110
South Dakota	0	1	1
Tennessee	38	27	65

Texas	8	5	13
United States Territories	0	0	0
Utah	0	0	0
Vermont	1	1	2
Virginia	176	131	307
Washington	1	2	3
West Virginia	45	22	67
Wisconsin	1	5	6
Wyoming	1	1	2

Other Countries

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Canada	0	1	1
Dominican Republic	0	2	2
Guyana	0	1	1
Israel	2	0	2
Japan	2	1	3
Mexico	2	0	2
Netherlands	0	1	1
New Zealand	0	1	1
Pakistan	1	0	1
Saudi Arabia	0	1	1
Sweden	1	0	1
Switzerland	0	1	1
United Kingdom	6	3	9
West German Federal Republic	1	1	2



Dean of the College Thomas E. Mullen

The Board of Trustees

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Terms Expiring December 31, 1988

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Terms Expiring December 31, 1989

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Terms Expiring December 31, 1990

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Womble Carlyle Sandridge & Rice, Winston-Salem, General Counsel



Vice President and Treasurer John G. Williard

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Chairman, College Board of Visitors

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Terms Expiring December 31, 1987

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Terms Expiring December 31, 1988

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Jere A. Drummond, Charlotte
Frank Forsyth, Winston-Salem

Stanley Frank, Greensboro
Deborah Small Harris, Charlotte
Nancy Kester, New York, NY
John F. McNair III, Winston-Salem
Edwin S. Melvin, Greensboro

Barbara Babcock Millhouse, New York, NY

Terms Expiring December 31, 1989

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Germaine Brée, Winston-Salem
Herbert Brenner, Winston-Salem
F. Hudnall Christopher Jr.,
Winston-Salem
James B. Hunt Jr., Raleigh

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Gillian Lindt, New York, NY
Robert Maloy, Washington, DC
C. Edward Pleasants, Winston-Salem
Frances Pugh, Raleigh
K. Wayne Smith, Chicago, IL

Judy Woodruff, Washington, DC

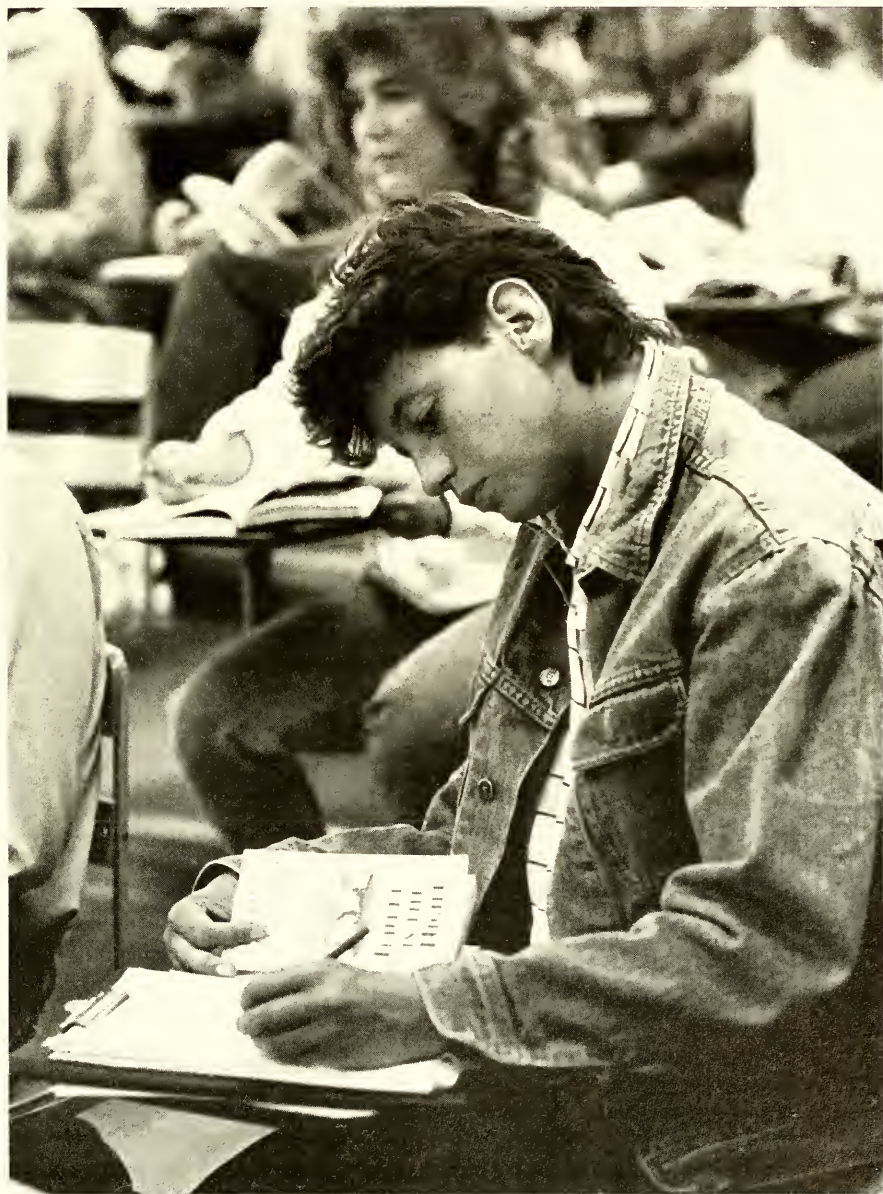
Terms Expiring December 31, 1990

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Jerry B. Attkisson, Atlanta, GA
Paul Griffin, Chicago, IL
Barbee C. Myers, University Park, PA
Eugene Owens, Charlotte

L. Richardson Preyer, Greensboro
Robert F. Rink, Philadelphia, PA
Adelaide A. Sink, Tampa, FL
Allene B. Stevens, Lenoir
J. Tylee Wilson, Winston-Salem

Ex Officio Members

Earle A. Connelly, President, Alumni Council, Troy
Constance F. Gray, Trustee Liaison, Winston-Salem

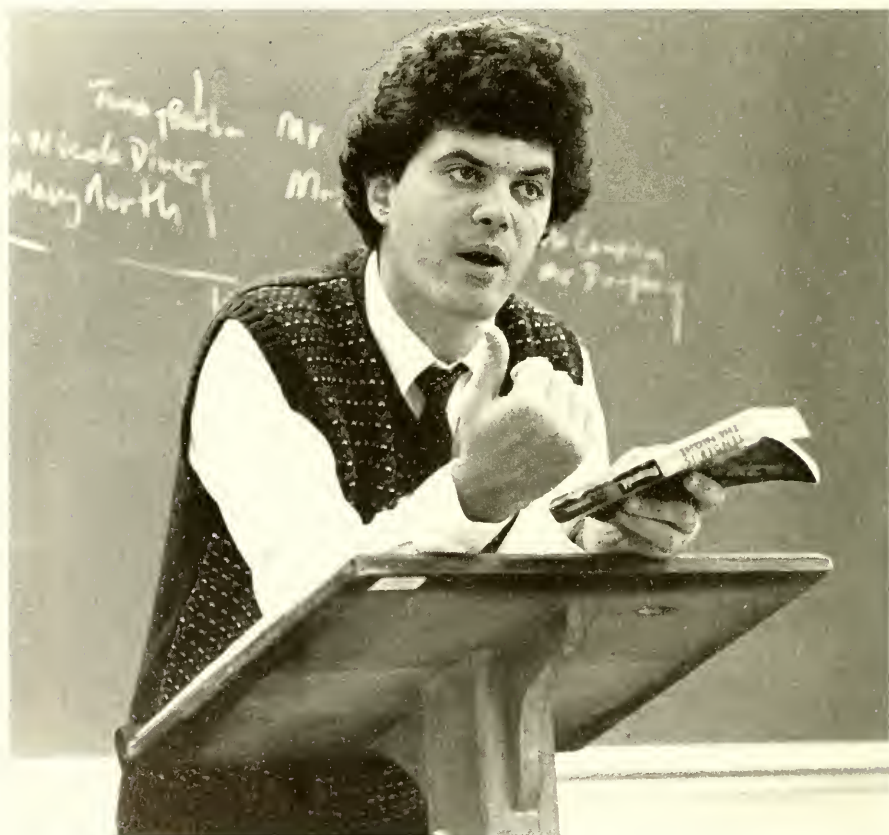


School of Business and Accountancy

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J. Leonard Martin, Winston-Salem
 Michael S. Michalec, Winston-Salem
 Robert E. Moore, Greensboro
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 David C. Rose, Henderson
 John D. Royster, Winston-Salem
 James N. Smith, Winston-Salem
 William H. Snow, Winston-Salem
 S. Gray Steifel Jr., Greensboro
 Robert Stanley Vaughan Sr., Charlotte
 Boyce R. Wilson Sr., Winston-Salem



The Administration

Date following name indicates year of appointment.

University

Thomas K. Hearn Jr. (1983)	<i>President</i>
BA, Birmingham-Southern; BD, Southern Baptist Seminary; PhD, Vanderbilt; LHD, Alabama-Birmingham	
Edwin Graves Wilson (1946, 1951)	<i>Provost</i>
BA, Wake Forest; AM, PhD, Harvard	
Laura Christian Ford (1984)	<i>Associate Provost</i>
BA, Wake Forest; EdM, JD, Virginia; AM, PhD, Princeton	
Richard Janeway (1966)	<i>Vice President for Health Affairs and Executive Dean of the Bowman Gray School of Medicine</i>
BA, Colgate; MD, Pennsylvania	
John G. Williard (1958)	<i>Vice President and Treasurer</i>
BS, North Carolina (Chapel Hill); CPA, North Carolina	
John P. Anderson (1984)	<i>Vice President for Administration and Planning</i>
BS, MS, PhD, Georgia Institute of Technology; MBA, Alabama-Birmingham	
G. William Joyner Jr. (1969)	<i>Vice President for University Relations</i>
BA, Wake Forest	
Leon H. Corbett Jr. (1968)	<i>Vice President for Legal Affairs and Secretary of the University</i>
BA, JD, Wake Forest	
Ernest Wade (1986)	<i>Director of Minority Affairs</i>
BS, Johnson C. Smith; MS, Wisconsin; PhD, Michigan State	

College

Thomas E. Mullen (1957)	<i>Dean of the College</i>
BA, Rollins; MA, PhD, Emory	
Toby A. Hale (1970)	<i>Associate Dean</i>
BA, Wake Forest; MDiv, Duke; EdD, Indiana	
Patricia Adams Johansson (1969)	<i>Assistant Dean</i>
BA, Winston-Salem State; MA, Wake Forest	
William S. Hamilton (1983)	<i>Assistant Dean</i>
BA, MA, PhD, Yale	

Graduate School

Gerald W. Esch (1965)	<i>Dean of the Graduate School</i>
BS, Colorado College; MS, PhD, Oklahoma	
Nancy J. Cotton (1977)	<i>Director of Master of Arts in Liberal Studies Program</i>
BA, Texas; MA, Wisconsin; PhD, Columbia	

School of Law

- John D. Scarlett (1955, 1979) *Dean of the School of Law*
BA, Catawba; JD, Harvard
- Kenneth A. Zick II (1975) *Associate Dean, Academic Affairs*
BA, Albion; JD, Wayne State; MLS, Michigan
- James Taylor Jr. (1983) *Associate Dean, External Affairs and
Director of Clinical Programs*
BA, JD, North Carolina (Chapel Hill)
- Lloyd K. Rector (1984) *Director of Continuing Legal Education*
BS, JD, Wake Forest
- Melanie E. Nutt (1969) *Director of Admissions and Financial Aid*
- Jean K. Hooks (1970) *Director of Computer Services
and Administration*
- Linda J. Michalski (1983) *Director of Professional and
Public Relations*
BS, North Carolina (Greensboro)
- Connie A. Harrison (1986) *Registrar*
BA, Virginia Intermont; MBA, Wake Forest
- Susan M. Gossman (1986) *Director of Placement*
BA, Oakland; MA, Chicago

Babcock Graduate School of Management

- Robert W. Shively (1970, 1982) *Dean of Babcock Graduate School
of Management*
BA, Colgate; MEd, Harvard; PhD, Cornell
- Jean B. Hopson (1970) *Assistant Dean
and Librarian*
BA, Murray State; MS in LS, George Peabody;
MBA, Wake Forest; PhD, Vanderbilt
- James G. Ptaszynski (1984) *Director of Admissions
and Financial Aid*
BA, North Carolina (Chapel Hill); MS, Shippensburg
- J. Timothy Heames (1983) *Director of MBA Executive Program*
BS, Youngstown State; MS, Carnegie-Mellon
- Peter R. Peacock (1970) *Director of Evening MBA Program*
BA, Northeastern; MS, Georgia Tech; MBA, PhD, Chicago
- Brooke A. Saladin (1983) *Director of Resident MBA Program*
BS, PhD, Ohio State; MBA, Bowling Green
- James D. Hlavacek (1985) *Director of Institute
for Executive Education*
BA, Southern Illinois;
MBA, Louisiana Tech; PhD, Illinois
- M. Willis Holbrook (1982) *Assistant Dean for External Relations
and Director of Career Planning
and Placement*
BA, Mercer;
MEd, EdD, Georgia

Bowman Gray School of Medicine

- Richard Janeway (1966) *Vice President for Health Affairs
and Executive Dean*
BA, Colgate; MD, Pennsylvania

- Nat E. Smith (1976) *Associate Dean*
BA, Erskine; MD, Georgia
- James N. Thompson (1979) *Deputy Associate Dean*
BA, DePauw; MD, Ohio State
- Russell J. Armistead Jr. (1976) *Associate Dean for
Administrative Services*
BS, Virginia Polytechnic; MBA, Wake Forest
- William C. Park Jr. (1973) *Assistant Dean for Clinical Services*
BS, The Citadel; MBA, Wake Forest
- B. Hofler Milam (1981) *Assistant Dean for Planning and
Resource Management*
BS, Wake Forest
- J. Kiffin Penry (1979) *Associate Dean for Research Development*
BS, MD, Wake Forest
- Lawrence D. Smith (1983) *Assistant Dean for Research Development*
BS, MS, Illinois
- Paul Waugaman (1985) *Assistant Dean for Research Administration*
BA, MS, American; MPA, Indiana
- John D. Tolmie (1970) *Associate Dean for Student Affairs*
BA, Hobart; MD, McGill
- Patricia L. Adams (1979) *Deputy Associate Dean for Student Affairs*
BA, Duke; MD, Wake Forest
- Lewis H. Nelson (1976) *Associate Dean for Admissions*
BS, North Carolina State; MD, Wake Forest
- Emery C. Miller Jr. (1955) *Associate Dean for Continuing Education*
BA, North Carolina (Chapel Hill); MD, Johns Hopkins
- James C. Leist (1974) *Assistant Dean for Continuing Education*
BS, Southeastern Missouri State; MS, EdD, Indiana
- J. Dennis Hoban (1978) *Director of the Office of
Educational Research and Service*
BA, Villanova; MS, EdD, Indiana
- Velma G. Watts (1983) *Director of Minority Affairs*
BS, MA, North Carolina A & T;
MEd, North Carolina (Chapel Hill); PhD, Duke

School of Business and Accountancy

- Thomas C. Taylor (1971) *Dean of the School of Business
and Accountancy*
BS, MA, North Carolina (Chapel Hill);
PhD, Louisiana State; CPA, North Carolina
- Ralph B. Tower (1980) *Coordinator of Accountancy Program*
BS, PhD, North Carolina (Chapel Hill); MBA, Cornell
- Stephen Ewing (1971) *Coordinator of Business Program*
BS, Howard Payne; MBA, Baylor; DBA, Texas Tech

Summer Session

- Percival Perry (1939, 1947) *Dean of the Summer Session*
BA, Wake Forest; MA, Rutgers; PhD, Duke

Planning and Administration

- John P. Anderson (1984) *Vice President for Administration and Planning*
BS, MS, PhD, Georgia Institute of Technology;
MBA, Alabama-Birmingham
- Lula M. Leake (1964) *Assistant Vice President for Administration and Planning*
BA, Louisiana State;
MRE, Southern Baptist Seminary
- Ross A. Griffith (1966) *Planning Analyst and Director of Space Management*
BS, Wake Forest; MEd, North Carolina (Greensboro)
- Larry R. Henson (1981) *Director of the Computer Center*
BA, Berea; MS, Missouri (Rolla)
- Ben M. Seelbinder (1959) *Director of Records and Institutional Research*
BA, Mississippi Delta State;
MS, PhD, North Carolina (Chapel Hill)
- Margaret R. Perry (1947) *Registrar*
BS, South Carolina

Student Services

- John P. Anderson (1984) *Vice President for Administration and Planning*
BS, MS, PhD, Georgia Institute of Technology;
MBA, Alabama-Birmingham
- Brian M. Austin (1975) *Assistant Vice President for Student Affairs*
BA, Monmouth; MS, PhD, Southern Illinois
- Mark H. Reece (1956) *Dean of Students*
BS, Wake Forest
- Michael Ford (1981) *Associate Dean of Students for Student Development*
BA, Wake Forest; MDiv, Gordon-Conwell Theological Seminary
- Dennis Gregory (1986) *Director of Residence Life and Housing*
AA, Ferrum; BA, James Madison; MA, Virginia
- Shannon E. Browne (1984) *Associate Director of Residence Life and Housing*
BA, MEd, EdF, Virginia
- Bruce Bunce (1986) *Housing Manager*
BA, Western Michigan; MS, Radford
- Mary T. Beil (1985) *Director of the Student Union*
BA, Hiram; MEd, Kent State
- Edgar D. Christman (1956, 1961) *Chaplain*
BA, JD, Wake Forest; BD, Southeastern Baptist Seminary;
STM, Union Seminary
- N. Rick Heatley (1970) *Director of Career Planning and Placement*
BA, Baylor; MA, PhD, Texas
- Carol A. Tenhagen (1985) *Assistant Director of Career Planning and Placement*
BS, MS, Florida State
- Marianne Schubert (1977) *Director of the University Counseling Center*
BA, Dayton; MA, PhD, Southern Illinois

Mary Ann H. Taylor (1961, 1978)
BS, MD, Wake Forest

*Director of University Student
Health Services*

Campus Ministry

Edgar D. Christman (1956, 1961)

Chaplain

BA, JD, Wake Forest; BD, Southeastern Baptist Seminary;
STM, Union Seminary

David L. Fouché (1982)

Assistant Chaplain and

BA, Furman; MDiv, Southeastern Baptist Seminary

Baptist Campus Minister

Records and Institutional Research

Ben M. Seelbinder (1959)

Director of Records and

BA, Mississippi Delta State;
MA, PhD, North Carolina (Chapel Hill)

Institutional Research

Margaret R. Perry (1947)

Registrar

BS, South Carolina

Hallie S. Arrington (1977)

Assistant Registrar

BA, Wake Forest

Computer Center

Larry R. Henson (1981)

Director of the Computer Center

BA, Berea; MS, Missouri (Rolla)

Sarah M. Burton (1985)

Microcomputer Center Coordinator

BA, North Carolina (Greensboro)

Personnel

James L. Ferrell (1975)

Director of Personnel

BA, North Carolina (Chapel Hill); MS, Virginia Commonwealth

Admissions and Financial Aid

William G. Starling (1958)

Director of Admissions and

BBA, Wake Forest

Financial Aid

Shirley P. Hamrick (1957)

Associate Director of Admissions

BA, North Carolina (Chapel Hill); MA in Ed, Wake Forest

W. Douglas Bland (1975)

Assistant Director of Admissions

BA, MA in Ed, Wake Forest

and Financial Aid

Thomas O. Phillips (1982)

Assistant Director of Admissions and

BA, MA, Wake Forest

Scholarship Officer

Martha Allman (1982)

Assistant Director of Admissions

BA, Wake Forest

Vonda F. Reece (1965)

Assistant Director of Financial Aid

BA, Salem

Georgia W. Brown (1986)

Admissions Counselor

BA, Wake Forest

Wayne E. Johnson (1985)	<i>Admissions Counselor</i>
BA, Northwestern; JD, Wake Forest	

Career Planning and Placement

N. Rick Heatley (1970)	<i>Director of Career Planning and Placement</i>
BA, Baylor; MA, PhD, Texas	
Carol A. Tenhagen (1985)	<i>Assistant Director of Career Planning and Placement</i>
BS, MS, Florida State	

Public Information

Sandra C. Connor (1981)	<i>Director of Public Information</i>
BA, North Carolina (Charlotte); MEd, Converse	
Teresa Brown Grogan (1976)	<i>Supervisor of Publications</i>
Terry Hydell (1982)	<i>Magazine Editor and Associate University Publications Editor</i>
BA, Oberlin	
J. Rodney Meyer (1970)	<i>Director of Activities and Information Management</i>
BA, Brown; MA, PhD, Minnesota	
Jane Naylor Roberson (1961)	<i>Media Relations Officer</i>
BA, Wake Forest	

University Relations

G. William Joyner Jr. (1969)	<i>Vice President for University Relations</i>
BA, Wake Forest	
Julius H. Corpening (1969)	<i>Assistant Vice President for Development</i>
BA, Wake Forest; BD, Southern Baptist Seminary	
Robert D. Mills (1972)	<i>Assistant Vice President and Director of Alumni Activities</i>
BA, MBA, Wake Forest	
Minta Aycock McNally (1978)	<i>Assistant to the Vice President for University Relations</i>
BA, Wake Forest	
Robert T. Baker (1978)	<i>Assistant Director of Development</i>
BA, MS, George Peabody	
Elizabeth Bass (1985)	<i>Development Officer</i>
BA, Wake Forest	
James R. Bullock (1985)	<i>Director of Lawyer Alumni Activities</i>
BA, Wake Forest	
Gareth Clement (1985)	<i>Staff Writer</i>
BA, Wake Forest	
Molly Welles Lineberger (1983)	<i>College Fund Officer</i>
BA, Wake Forest	
Kay Doenges Lord (1985)	<i>Alumni Officer</i>
BA, Wake Forest	
Claudia A. Stitt (1978)	<i>Director of Records and Support Services</i>
BS, East Tennessee State	

- Henry B. Stokes (1977) *Director of Denominational Relations*
BA, Wake Forest; ThB, Southern Baptist Seminary
- Robert D. Thompson (1982) *Director of the College Fund*
BA, Wake Forest
- Kimberly R. Waller (1985) *Grants and Contracts Officer*
BA, Wake Forest

Graylyn Conference Center

- Thomas P. Gilsenan (1985) *General Manager and Director of the*
BS, California (Berkeley) *Graylyn Conference Center*
- Jane Rachlin (1979) *Assistant Director of the*
Graylyn Conference Center

Financial Affairs

- John G. Williard (1958) *Vice President and Treasurer*
BS, North Carolina (Chapel Hill); CPA, North Carolina
- Carlos O. Holder (1969) *Controller and Assistant Treasurer*
BBA, MBA, Wake Forest
- W. Derald Hagen (1978) *Assistant Controller*
BS, Virginia Polytechnic

Libraries

- Merrill G. Berthrong (1964) *Director of Libraries*
BA, Tufts; MA, Fletcher; PhD, Pennsylvania
- Richard J. Murdoch (1966) *Assistant to the Director and*
BA, Pennsylvania Military; MS in LS, Villanova *Curator of Rare Books*
- Thomas M. Steele (1985) *Director of Law Library Services*
BA, Oklahoma State; MLS, Oregon; JD, Texas
- Jean B. Hopson (1970) *Librarian of the Babcock Graduate*
BS in Ed, Murray State; *School of Management*
MS in LS, George Peabody; MBA, Wake Forest; PhD, Vanderbilt
- Michael D. Sprinkle (1972) *Director, Coy C. Carpenter Library,*
BA, MS in LS, North Carolina (Chapel Hill) *Boteman Gray*
School of Medicine

Athletics

- G. Eugene Hooks (1956) *Director of Athletics*
BS, Wake Forest; MEd, North Carolina (Chapel Hill);
EdD, George Peabody (Vanderbilt)
- Dorothy Casey (1949) *Director of Women's Athletics*
BS, North Carolina (Greensboro);
MA, North Carolina (Chapel Hill)

Public Service

- T. Cleve Callison (1982) *WFDD Station Manager*
BA, Duke; MA, PhD, Wisconsin (Madison)

Other Administrative Offices

- Mary Jane Berman (1986) *Curator, Museum of Man*
BA, Harpur; MA, SUNY (Binghamton)
- Nicholas B. Bragg (1970) *Executive Director of Reynolda House*
BA, Wake Forest
- T. Cleve Callison (1982) *WFDD Station Manager*
BA, Duke; MA, PhD, Wisconsin (Madison)
- Audrey L. Carr (1983) *Coordinator of the Educational Media Center*
BA, MA, Wake Forest
- Richard T. Clay (1956) *Director of University Stores*
BBA, Wake Forest
- Thomas M. Elmore (1962) *Director of Counselor Education*
BA, Wake Forest; MA, George Peabody; PhD, Ohio State
- Victor Faccinto (1978) *Director of the Art Gallery*
BA, MA, California State (Sacramento)
- Brian Gorelick (1984) *Director of Choral Ensembles*
BA, Yale; MM, Wisconsin (Madison)
- Paul M. Gross Jr. (1959) *Coordinator of the Honors Program*
BS, Duke; PhD, Brown
- David W. Hadley (1966) *Coordinator of London Programs*
BA, Wake Forest; AM, PhD, Harvard
- Beth N. Hopkins (1985) *Staff Attorney and Equal Opportunity Officer*
BA, Wake Forest; JD, William and Mary
- John H. Litcher (1973) *Director of Teacher Education*
BS, Winona State; MA, PhD, Minnesota
- Harold S. Moore (1953) *Director of the Physical Plant*
BME, Virginia
- James Reid Morgan (1980) *Assistant University Counsel*
BA, JD, Wake Forest
- Martin Province (1982) *Assistant Director of Instrumental Ensembles
and Director of Bands*
BA, Wake Forest
- Irene M. Smith (1985) *Curator of Slides and Prints*
BA, MS, Florida State
- Ross Smith (1984) *Debate Coach*
BA, Wake Forest
- Harold C. Tedford (1965) *Director of Theatre*
BA, Ouachita; MA, Arkansas; PhD, Louisiana State
- George William Trautwein (1983) *Director of Instrumental Ensembles
and Director of the Artists Series*
BMus, Oberlin;
MMus, Cleveland Institute of Music; MusD, Indiana
- Robert L. Utley Jr. (1978) *Director of the Tocqueville Forum*
BA, Wake Forest; MA, PhD, Duke

Jeanne P. Whitman (1983)
BA, MBA, Wake Forest; MA, Virginia

Assistant to the Provost

Donald H. Wolfe (1968)
BS, MS, Southern Illinois; PhD, Cornell

Associate Director of Theatre



The Undergraduate Faculties

Date following name indicates year of appointment.

- | | |
|---|--|
| <p>Umit Akinc (1982)
BS, Middle East Technical Institute (Turkey);
MBA, Florida State; PhD, North Carolina (Chapel Hill)</p> | <p><i>Associate Professor of Business</i></p> |
| <p>Brian Allen (1977)
BA, East Anglia; MA, PhD, London</p> | <p><i>Lecturer in Art (London)</i>
(Part-time, Fall 1986)</p> |
| <p>Charles M. Allen (1941)
BS, MS, Wake Forest; PhD, Duke</p> | <p><i>Professor of Biology</i></p> |
| <p>Nina Stromgren Allen (1984)
BS, Wisconsin; MS, PhD, Maryland</p> | <p><i>Associate Professor of Biology</i></p> |
| <p>Ralph D. Amen (1962)
BA, MA, Northern Colorado; MBS, PhD, Colorado</p> | <p><i>Professor of Biology</i></p> |
| <p>John L. Andronica (1969)
BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins</p> | <p><i>Associate Professor of Classical Languages</i></p> |
| <p>John William Angell (1955)
BA, Wake Forest; STM, Andover Newton;
ThM, PhD, Southern Baptist Seminary</p> | <p><i>Professor of Religion</i>
(On leave, Spring 1987)</p> |
| <p>Maya Angelou (1982)
LittD, Smith, Lawrence, Columbia College (Chicago), Atlanta,
Wheaton; LHD, Mills, Wake Forest, Occidental, Arkansas,
Claremont, Kean</p> | <p><i>Reynolds Professor of American Studies</i></p> |
| <p>Bianca Artom (1975)</p> | <p><i>Lecturer in Romance Languages</i></p> |
| <p>Brian M. Austin (1975)
BA, Monmouth; MS, PhD, Southern Illinois</p> | <p><i>Lecturer in Psychology</i></p> |
| <p>Whangbai Bahk (1986)
BA, Hankuk University (South Korea); MA, New Mexico</p> | <p><i>Instructor in Romance Languages</i></p> |
| <p>Eugene Pendleton Banks (1954)
BA, Furman; AM, PhD, Harvard</p> | <p><i>Professor of Anthropology</i></p> |
| <p>Sarah E. Barbour (1985)
BA, Maryville; MA, Paris; PhD, Cornell</p> | <p><i>Visiting Assistant Professor of</i>
<i>Romance Languages</i></p> |
| <p>James P. Barefield (1963)
BA, MA, Rice; PhD, Johns Hopkins</p> | <p><i>Professor of History</i></p> |
| <p>Richard C. Barnett (1961)
BA, Wake Forest; MEd, PhD, North Carolina (Chapel Hill)</p> | <p><i>Professor of History</i></p> |
| <p>John V. Baxley (1968)
BS, MS, Georgia Tech; PhD, Wisconsin</p> | <p><i>Professor of Mathematics</i></p> |
| <p>H. Kenneth Bechtel (1981)
BA, MA, North Dakota; PhD, Southern Illinois</p> | <p><i>Visiting Assistant Professor of Sociology</i></p> |
| <p>Robert C. Beck (1959)
BA, PhD, Illinois</p> | <p><i>Professor of Psychology</i></p> |

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- S. Douglas Beets (1987) *Assistant Professor of Accountancy*
BS, Tennessee; MAcc, Virginia Polytechnic (Spring 1987)
- Donald B. Bergey (1978) *Instructor in Health and Sport Science*
BS, MA, Wake Forest (Part-time)
- Mary Jane Berman (1986) *Instructor in Anthropology*
BA, Harpur; MA, SUNY (Binghamton)
- Michael J. Berry (1985) *Assistant Professor of Health and Sport Science*
BS, Jacksonville State; MA, Southeastern Louisiana;
PhD, Texas A & M
- Merrill G. Berthrong (1964) *Associate Professor of History*
BA, Tufts; MA, Fletcher; PhD, Pennsylvania
- Deborah L. Best (1972, 1978) *Associate Professor of Psychology*
BA, MA, Wake Forest; PhD, North Carolina (Chapel Hill)
- David Bindman (1977) *Lecturer in Art History (London)*
BA, MA, Oxford; PhD, Courtauld (Part-time)
- Mary Lucy Bivins (1985) *Adjunct Instructor in Speech Communication and Theatre Arts*
BA, Salem; MA, Wake Forest (Part-time)
- Susan Harden Borwick (1982) *Associate Professor of Music*
BM, BME, Baylor; PhD, North Carolina (Chapel Hill)
- Stephen B. Boyd (1985) *Assistant Professor of Religion*
BA, Tennessee; MDiv, ThD, Harvard Divinity School
- Anne Boyle (1986) *Visiting Assistant Professor of English*
BA, Wilkes; MA, PhD, Rochester
- Randy Brandes (1985) *Visiting Assistant Professor of English*
BA, Hanover; MA, PhD, Emory
- Robert W. Brehme (1959) *Professor of Physics*
BS, Roanoke; MS, PhD, North Carolina
- Linda Carter Brinson (1986) *Lecturer in Journalism*
BA, Wake Forest (Part-time)
- Heyward G. Brown (1985) *Assistant Professor of Military Science*
BS, Valdosta State; JD, Louisville
- Carole L. Browne (1980) *Associate Professor of Biology*
BS, Hartford; PhD, Syracuse
- Robert A. Browne (1980) *Associate Professor of Biology*
BS, MS, Dayton; PhD, Syracuse (On leave, Spring 1987)
- David B. Broyles (1966) *Associate Professor of Politics*
BA, Chicago; BA, Florida; MA, PhD, California (Los Angeles)
- George McLeod Bryan (1956) *Professor of Religion*
BA, MA, Wake Forest; BD, PhD, Yale
- Shasta M. Bryant (1966) *Professor of Romance Languages*
BA, MA, PhD, North Carolina (Chapel Hill)

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|---|---|
| Julian C. Burroughs Jr. (1958)
BA, Wake Forest; MA, PhD, Michigan | <i>Professor of Speech Communication</i> |
| Francis Thomas Cancro (1987)
BA, MA, Saint Mary;
STB, Pontifical Faculty of Saint Mary | <i>Visiting Lecturer in Religion</i>
(Part-time, Spring 1987) |
| Richard D. Carmichael (1971)
BS, Wake Forest; MA, PhD, Duke | <i>Professor of Mathematics</i> |
| Christa G. Carollo (1985)
BA, North Carolina (Greensboro); MA, Duke | <i>Instructor in German</i>
(Part-time) |
| John A. Carter Jr. (1961)
BA, Virginia; MA, PhD, Princeton | <i>Professor of English</i> |
| Stewart Carter (1982)
BME, Kansas; MS, Illinois; PhD, Stanford | <i>Associate Professor of Music</i> |
| Dorothy Casey (1949)
BS, North Carolina (Greensboro);
MA, North Carolina (Chapel Hill) | <i>Associate Professor of Health and
Sport Science</i> |
| David W. Catron (1963)
BA, Furman; PhD, George Peabody | <i>Associate Professor of Psychology</i> |
| Jonathan Hugo Christman (1983)
AB, Franklin and Marshall | <i>Lecturer in Speech Communication
and Theatre Arts</i>
(Part-time) |
| Barbara A. Clark (1984)
AB, St. Elizabeth; MA, SUNY (Binghamton) | <i>Instructor in Romance Languages</i> |
| Maxine L. Clark (1980)
BA, Cincinnati; AM, PhD, Illinois | <i>Associate Professor of Psychology</i>
(On leave, Fall 1986) |
| John E. Collins (1970)
BS, MS, Tennessee;
BD, Southeastern Baptist Seminary; PhD, Princeton | <i>Associate Professor of Religion</i>
(On leave, Fall 1986) |
| Jule M. Connolly (1985)
BA, North Carolina (Chapel Hill); MEd, South Carolina | <i>Instructor in Mathematics</i> |
| Leon P. Cook Jr. (1957)
BS, Virginia Polytechnic; MS, Tennessee; CPA, Arkansas | <i>Associate Professor of Accountancy</i> |
| Nancy J. Cotton (1977)
BA, Texas; MA, Wisconsin; PhD, Columbia | <i>Professor of English</i> |
| Cyclone Covey (1968)
BA, PhD, Stanford | <i>Professor of History</i> |
| John B. Cuihfield (1985)
BA, Reed; MA, PhD, Chicago | <i>Assistant Professor of Economics</i> |
| Patricia M. Cunningham (1978)
BA, Rhode Island; MS, Florida State;
EdS, Indiana State; PhD, Georgia | <i>Associate Professor of Education</i> |
| Mary Michel Dalton (1986)
BA, Wake Forest;
MA, North Carolina (Greensboro) | <i>Adjunct Instructor in Speech Communication
and Theatre Arts</i>
(Part-time) |

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- Sayeste A. Daser (1978) *Associate Professor of Business*
BA, Middle East Tech (Ankara); MS, Ege (Izmir);
PhD, North Carolina (Chapel Hill)
- Huw M. L. Davies (1983) *Assistant Professor of Chemistry*
BSc, University College (Cardiff);
PhD, University of East Anglia
- Melanie DeMent (1986) *Visiting Assistant Professor of Music*
BMed, MA, Sam Houston State; DMA, North Texas State
- James W. DeVocht (1986) *Assistant Professor of Military Science*
BS, Brigham Young; DC, Palmer College of Chiropractic (Iowa)
- Arun P. Dewasthali (1975) *Associate Professor of Business*
BS, Bombay; MS, PhD, Delaware
- Ronald V. Dimock Jr. (1970) *Professor of Biology*
BA, New Hampshire; MS, Florida State;
PhD, California (Santa Barbara)
- James H. Dodding (1979) *Visiting Lecturer in Theatre*
(Spring 1987)
- Thomas E. Dougherty Jr. (1977) *Adjunct Associate Professor of Religion*
BA, Wake Forest; (Part-time)
MDiv, PhD, Southern Baptist Seminary
- Sharon E. Dowd (1984) *Instructor in Religion*
BA, Wake Forest; (Part-time)
MDiv, Southeastern Baptist Seminary
- Kim Driesbach (1985) *Instructor in Accountancy*
BS, MAcc, Kansas State (Fall 1986)
- Michèle E. Drouart (1986) *Visiting Assistant Professor of*
BA, New South Wales (Australia); *Romance Languages*
PhD, Indiana
- Robert H. Dufort (1961) *Professor of Psychology*
BA, PhD, Duke
- John S. Dunkelberg (1983) *Assistant Professor of Business*
BS, Clemson; MBA, PhD, South Carolina
- John R. Earle (1963) *Professor of Sociology*
BA, Wake Forest; MA, PhD, North Carolina (Chapel Hill)
- Eddie V. Easley (1984) *Professor of Business*
BS, Virginia; MS, PhD, Iowa
- C. Drew Edwards (1980) *Adjunct Assistant Professor of Psychology*
BA, Furman; MA, Wake Forest; PhD, Florida State (Part-time)
- Tony H. Elavia (1982) *Assistant Professor of Economics*
BA, MA, Baroda; PhD, Houston
- Leo Ellison Jr. (1957) *Associate Professor of Health and*
BS, MS, Northwestern State *Sport Science*
- Thomas M. Elmore (1962) *Professor of Counseling Psychology*
BA, Wake Forest; MA, George Peabody; PhD, Ohio State

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- Gerald W. Esch (1965, 1984) *Professor of Biology*
BS, Colorado College; MS, PhD, Oklahoma
- Andrew V. Ettin (1977) *Associate Professor of English*
BA, Rutgers; MA, PhD, Washington (St. Louis)
- Herman E. Eure (1974) *Associate Professor of Biology*
BS, Maryland State; PhD, Wake Forest
- David K. Evans (1966) *Professor of Anthropology*
BS, Tulane; PhD, California (Berkeley)
- Robert H. Evans (1983) *Assistant Professor of Education*
BA, Ohio Wesleyan; MS, New Hampshire; PhD, Colorado
- Stephen Ewing (1971) *Associate Professor of Business*
BS, Howard Payne; MBA, Baylor; DBA, Texas Tech
- David L. Faber (1984) *Assistant Professor of Art*
AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois
- Victor Faccinto (1981) *Lecturer in Art*
BA, MA, California State (Sacramento)
(Part-time)
- Dennis M. Fahey (1985) *Visiting Assistant Professor of Chemistry*
AB, Whitman; PhD, Washington State
- Phillippe R. Falkenberg (1969) *Associate Professor of Psychology*
BA, Queens (Ontario); PhD, Duke
- Deborah Fanelli (1983) *Instructor in Art*
BFA, Cleveland Institute of Art;
MFA, Rhode Island School of Design
- Doranne Fenoaltea (1977) *Associate Professor of Romance Languages*
BA, Mount Holyoke; AM, PhD, Harvard
(On leave, 1986-87)
- Sarah Ferguson (1987) *Visiting Assistant Professor of Art*
BA, New York; MA, PhD, Courtauld
- Scott A. Fernald (1983) *Assistant Professor of Military Science*
BA, Norwich
- Robert F. Ferrante (1982) *Assistant Professor of Chemistry*
BS, Villanova; PhD, Florida
- Eric E. Fink (1986) *Instructor in Mathematics*
BS, Davidson; MS, Virginia
- Jack D. Fleer (1964) *Professor of Politics*
BA, Oklahoma Baptist; MS, Florida State;
PhD, North Carolina (Chapel Hill)
- Doyle R. Fosso (1964) *Professor of English*
AB, Harvard; MA, Michigan; PhD, Harvard
(On leave, Fall 1986)
- Ralph S. Fraser (1962) *Professor of German*
BA, Boston; MA, Syracuse; PhD, Illinois
- Donald E. Frey (1972) *Professor of Economics*
BA, Wesleyan; MDiv, Yale; PhD, Princeton

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|---|---|
| Mary Campbell Frye (1984)
BA, Fairmont; MA, West Virginia | <i>Instructor in Romance Languages</i> |
| Caroline Sandlin Fullerton (1969)
BA, Rollins; MFA, Texas Christian | <i>Lecturer in Theatre Arts
(Part-time)</i> |
| N. Ganapathisubramanian (1986)
BS, Madura College (India);
MS, PhD, Indian Institute of Technology (Madras) | <i>Assistant Professor of Chemistry</i> |
| Ivey C. Gentry (1949)
BS, Wake Forest; BS, New York; MA, PhD, Duke | <i>Professor of Mathematics</i> |
| J. Whitfield Gibbons (1971))
BS, MA, Alabama; PhD, Michigan State | <i>Adjunct Professor of Biology</i> |
| Christopher Giles (1951)
BS, Florida Southern; MA, George Peabody | <i>Associate Professor of Music</i> |
| Kathleen Glenn (1974)
BA, MA, PhD, Stanford | <i>Professor of Romance Languages
(On leave, Fall 1986)</i> |
| Thomas Glenn (1986)
BS, North Carolina State; MBA, Utah | <i>Professor of Military Science</i> |
| Richard T. Godfrey (1981)
BA, Chelsea School of Art (England) | <i>Lecturer in Art (London)
(Part-time)</i> |
| Thomas S. Goho (1977)
BS, MBA, Pennsylvania State;
PhD, North Carolina (Chapel Hill) | <i>Associate Professor of Business</i> |
| Balkrishna Govind Gokhale (1960)
BA, MA, PhD, Bombay | <i>Professor of History and
Asian Studies</i> |
| Louis R. Goldstein (1979)
BM, Oberlin; MFA, California Institute of the Arts;
DMA, Eastman | <i>Associate Professor of Music</i> |
| Gilberto Gómez (1986)
Licenciado, Universidad del Quindío (Colombia);
MA, Washington; PhD, St. Louis | <i>Visiting Assistant Professor of
Romance Languages</i> |
| Harold O. Goodman (1958)
BA, MA, PhD, Minnesota | <i>Adjunct Professor of Biology</i> |
| Brian L. Gorelick (1984)
BA, Yale; MMus, Wisconsin (Madison); DMA, Illinois | <i>Director of Choral Ensembles</i> |
| Thomas F. Gossett (1967)
BA, MA, Southern Methodist; PhD, Minnesota | <i>Professor of English</i> |
| Robert J. Griffiths (1986)
BS, Vermont; MA, Connecticut | <i>Instructor in Politics
(Part-time, Fall 1986)</i> |
| Paul M. Gross Jr. (1959)
BS, Duke; PhD, Brown | <i>Associate Professor of Chemistry</i> |
| William H. Gulley (1966)
BA, MA, PhD, North Carolina (Chapel Hill) | <i>Associate Professor of Sociology</i> |

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|---|--|
| Saguiv A. Hadari (1983)
BA, Tel-Aviv; MA, PhD, Princeton | <i>Assistant Professor of Politics</i> |
| David W. Hadley (1966)
BA, Wake Forest; AM, PhD, Harvard | <i>Associate Professor of History</i> |
| Kenneth Estes Hall (1986)
BA, Furman; MA, North Carolina (Chapel Hill);
PhD, Arizona | <i>Visiting Assistant Professor of
Romance Languages</i> |
| William S. Hamilton (1983)
BA, MA, PhD, Yale | <i>Associate Professor of Russian</i> |
| Claire H. Hammond (1978)
BA, Mary Washington; PhD, Virginia | <i>Assistant Professor of Economics</i> |
| J. Daniel Hammond (1978)
BA, Wake Forest; PhD, Virginia | <i>Associate Professor of Economics</i> |
| Emmett Willard Hamrick (1952)
BA, North Carolina (Chapel Hill); PhD, Duke | <i>Professor of Religion</i> |
| Phillip J. Hamrick Jr. (1956)
BS, Morris Harvey; PhD, Duke | <i>Professor of Chemistry</i> |
| James S. Hans (1982)
BA, MA, Southern Illinois; PhD, Washington | <i>Associate Professor of English</i> |
| Hanna M. Hardgrave (1985)
BA, Brown; MA, PhD, Chicago | <i>Lecturer in Philosophy
(Part-time, Spring 1987)</i> |
| Katy J. Harriger (1985)
BA, Edinboro State; MA, PhD, Connecticut | <i>Assistant Professor of Politics</i> |
| Carl V. Harris (1956)
BA, Wake Forest; BD, STM, Yale; PhD, Duke | <i>Professor of Classical Languages</i> |
| Catherine T. Harris (1980)
AB, Lenoir Rhyne; MA, Duke; PhD, Georgia | <i>Associate Professor of Sociology</i> |
| Lucille S. Harris (1957)
BA, BM, Meredith | <i>Instructor in Music
(Part-time)</i> |
| Negley Boyd Harte (1978)
BS, London School of Economics | <i>Lecturer in History (London)
(Part-time)</i> |
| Elmer K. Hayashi (1973)
BA, California (Davis);
MS, San Diego State; PhD, Illinois | <i>Associate Professor of Mathematics
and Computer Science</i> |
| Michael D. Hazen (1974)
BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas | <i>Associate Professor of Speech Communication</i> |
| Thomas K. Hearn Jr. (1983)
BA, Birmingham-Southern; BD, Southern Baptist Seminary;
PhD, Vanderbilt; LHD, Alabama-Birmingham | <i>Professor of Philosophy</i> |
| Robert A. Hedin (1980)
BA, Luther; MFA, Alaska | <i>Visiting Lecturer in English</i> |
| Roger A. Hegstrom (1969)
BA, St. Olaf; AM, PhD, Harvard | <i>Professor of Chemistry</i> |

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|--|--|
| Robert M. Helm (1940) | <i>Worrell Professor of Philosophy</i> |
| BA, Wake Forest; MA, PhD, Duke | |
| J. Edwin Hendricks (1961) | <i>Professor of History</i> |
| BA, Furman; MA, PhD, Virginia | (On leave, Spring 1987) |
| Marcus B. Hester (1963) | <i>Professor of Philosophy</i> |
| BA, Wake Forest; PhD, Vanderbilt | |
| Barbara S. Heusel (1985) | <i>Visiting Assistant Professor of English</i> |
| BA, Heidelberg; MA, Louisville; PhD, South Carolina | |
| David Allen Hills (1960) | <i>Associate Professor of Psychology</i> |
| BA, Kansas; MA, PhD, Iowa | |
| Willie L. Hinze (1975) | <i>Professor of Chemistry</i> |
| BS, MA, Sam Houston State; PhD, Texas A & M | |
| George Holzwarth (1983) | <i>Lecturer in Physics</i> |
| BA, Wesleyan; MS, PhD, Harvard | |
| Natalie A. Holzwarth (1983) | <i>Assistant Professor of Physics</i> |
| BS, Massachusetts Institute of Technology; PhD, Chicago | |
| Fred L. Horton Jr. (1970) | <i>Professor of Religion</i> |
| BA, North Carolina (Chapel Hill);
BD, Union Seminary; PhD, Duke | |
| William L. Hottinger (1970) | <i>Professor of Health and Sport Science</i> |
| BS, Slippery Rock; MS, PhD, Illinois | |
| Frederic T. Howard (1966) | <i>Professor of Mathematics</i> |
| BA, MA, Vanderbilt; PhD, Duke | |
| Michael L. Hughes (1984) | <i>Assistant Professor of History</i> |
| BA, Claremont Men's; MA, PhD, California (Berkeley) | |
| Delmer P. Hylton (1949) | <i>Professor of Accountancy</i> |
| BS, MBA, Indiana; CPA, Indiana | |
| Kikuko T. Imamura (1985) | <i>Lecturer in Romance Languages</i> |
| Kyoto Women's College; | (Part-time) |
| BRE, RRA, Mennonite (Canada) | |
| Charles F. Jackels (1977) | <i>Associate Professor of Chemistry</i> |
| BChem, Minnesota; PhD, Washington | (Part-time) |
| Susan C. Jackels (1977) | <i>Associate Professor of Chemistry</i> |
| BA, Carleton; PhD, Washington | (Part-time) |
| Mordecai J. Jaffe (1980) | <i>Babcock Professor of Botany</i> |
| BS, CCNY; PhD, Cornell | |
| Patricia Adams Johansson (1969) | <i>Lecturer in English</i> |
| BA, Winston-Salem State; MA, Wake Forest | |
| David J. John (1982) | <i>Associate Professor of Mathematics and</i> |
| BS, Emory and Henry; MS, PhD, Emory | <i>Computer Science</i> |
| W. Dillon Johnston (1973) | <i>Professor of English</i> |
| BA, Vanderbilt; MA, Columbia; PhD, Virginia | |

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- Jay R. Kaplan (1981) *Adjunct Assistant Professor of Anthropology*
BA, Swarthmore; MA, PhD, Northwestern
- Paul H. D. Kaplan (1980) *Associate Professor of Art*
BA, Hampshire; MA, PhD, Boston
- Charles H. Kennedy (1985) *Assistant Professor of Politics*
BA, Eckerd; AM, MPP, PhD, Duke
- Ralph C. Kennedy III (1976) *Associate Professor of Philosophy*
BA, PhD, California (Berkeley)
- William C. Kerr (1970) *Professor of Physics*
BS, Wooster; PhD, Cornell
- Charles Jeffrey Kinlaw (1986) *Instructor in Philosophy*
BA, Wake Forest; (Part-time)
MS, Southern Baptist Theological Seminary
- Ellen E. Kirkman (1975) *Associate Professor of Mathematics*
BA, Wooster; MA, MS, PhD, Michigan State
- Robert Knott (1975) *Associate Professor of Art*
BA, Stanford; MA, Illinois; PhD, Pennsylvania
- Anna Krauth (1986) *Instructor in Romance Languages*
Licence de Lettres, Licence d'Anglais,
Maitrise de Lettres, Sorbonne
- Raymond E. Kuhn (1968) *Professor of Biology*
BS, Carson-Newman; PhD, Tennessee
- James Kuzmanovich (1972) *Professor of Mathematics*
BS, Rose Polytechnic; PhD, Wisconsin
- Hugo C. Lane (1973) *Associate Professor of Biology*
Licentiate of the Biological Sciences,
Doctorate of the Biological Sciences, Geneva
- Michael S. Lawlor (1986) *Assistant Professor of Economics*
BA, Texas (Austin); PhD, Iowa State
- Mark R. Leary (1985) *Assistant Professor of Psychology*
BA, West Virginia Wesleyan; MA, PhD, Florida
- Win-chiat Lee (1983) *Visiting Assistant Professor of Philosophy*
BA, Cornell; MA, Princeton
- Susan Ruth Leonard (1983) *Adjunct Assistant Professor of Psychology*
BA, Long Island (C. W. Post Center); (Part-time)
MA, PhD, North Carolina (Greensboro)
- David B. Levy (1976) *Assistant Professor of Music*
BM, MA, PhD, Eastman
- Charles M. Lewis (1968) *Associate Professor of Philosophy*
BA, Wake Forest; PhD, Vanderbilt; ThM, Harvard
- Thomas P. Liebschutz (1987) *Visiting Lecturer in Religion*
BA, MA, Rochester; (Part-time, Spring 1987)
BHL, MHL, Hebrew Union; DMin, Boston University

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- Susan Mott Linker (1983) *Visiting Assistant Professor of Romance Languages*
BA, North Carolina (Chapel Hill);
MA, Wisconsin; PhD, North Carolina (Chapel Hill)
- John H. Litcher (1973) *Professor of Education*
BS, Winona State; MA, PhD, Minnesota
- Dan S. Locklair (1982) *Assistant Professor of Music*
BM, Mars Hill; SMM, Union Theological Seminary;
DMA, Eastman
- Allan D. Loudon (1977, 1985) *Instructor in Speech Communication and Theatre Arts*
BA, Montana State; MA, Montana
- Robert W. Lovett (1962, 1968) *Associate Professor of English*
BA, Oglethorpe; MAT, PhD, Emory
- Gene T. Lucas (1967, 1986) *Lecturer in Mathematics*
BA, Phillips; MA, Denver
- Barry G. Maine (1981) *Assistant Professor of English*
BA, Virginia; MA, PhD, North Carolina (Chapel Hill)
- Milorad R. Margitić (1978) *Associate Professor of Romance Languages*
MA, Leiden (Netherlands); PhD, Wayne State
- Scott A. Marquardt (1986) *Assistant Professor of Military Science*
BA, Santa Clara; MEd, Southern California
- Teri E. Marsh (1985) *Visiting Assistant Professor of Classical Languages*
AB, MA, PhD, SUNY (Buffalo)
- Dale R. Martin (1982) *Associate Professor of Accountancy*
BS, MS, Illinois State; DBA, Kentucky
- James A. Martin (1983) *University Professor of Religion (Part-time)*
BA, Wake Forest; MA, Duke; PhD, Columbia
- George Eric Matthews Jr. (1979) *Associate Professor of Physics*
BA, PhD, North Carolina (Chapel Hill)
- J. Gaylord May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia
- Jo Whitten May (1972) *Visiting Assistant Professor of Speech Communication (Part-time)*
BA, Virginia;
MA, PhD, North Carolina (Greensboro)
- W. Graham May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia
- Susan P. McCaffray (1985) *Assistant Professor of History*
BA, Wooster; MA, PhD, Duke
- James C. McDonald (1960) *Professor of Biology*
BA, Washington (St. Louis); MA, PhD, Missouri
- Jill Jordan McMillan (1983) *Assistant Professor of Speech Communication (On leave, Fall 1986)*
BA, Baylor; PhD, Texas
- Gail Garrison McNeill (1986) *Instructor in Romance Languages*
BA, Millsaps; MA, North Carolina (Chapel Hill)

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- Dolly A. McPherson (1974) *Associate Professor of English*
BA, Southern; MA, Boston; PhD, Iowa
- Stephen Philip Messier (1981) *Assistant Professor of Health and Sport Science*
BS, MS, Rhode Island; PhD, Temple
- Joseph O. Milner (1969) *Professor of Education*
BA, Davidson; MA, PhD, North Carolina (Chapel Hill)
- Carlton T. Mitchell (1961) *Professor of Religion*
BA, Wake Forest; BD, Yale; STM, Union Seminary; PhD, New York
- Diane Mitchell (1983) *Lecturer in Education*
BA, Salem; MEd, Wake Forest; PhD, Duke
(Part-time, Fall 1986)
- John C. Moorhouse (1969) *Professor of Economics*
BA, Wabash; PhD, Northwestern
- Carl C. Moses (1964) *Professor of Politics*
AB, William and Mary; MA, PhD, North Carolina (Chapel Hill)
- William M. Moss (1971) *Associate Professor of English*
BA, Davidson; PhD, North Carolina (Chapel Hill)
- Susan M. Mraz (1984) *Instructor in Romance Languages*
BA, Thiel; MA, West Virginia
- Reinhold Mueller (1984) *Visiting Associate Professor of History (Venice)*
BA, St. Thomas; MA, PhD, Johns Hopkins
(Part-time)
- Thomas E. Mullen (1957) *Professor of History*
BA, Rollins; MA, PhD, Emory
- Kathleen D. Mullett (1985) *Instructor in Education*
BA, Carlow
- Margaret Mulvey (1986) *Adjunct Assistant Professor of Biology*
BA, MA, Connecticut; PhD, Rutgers
- Matthew P. Murray (1985) *Lecturer in Romance Languages*
BA, Florida State; MA, Middlebury
(Part-time, Fall 1986)
- Rebecca Myers (1981) *Instructor in Health and Sport Science*
BS, MA, Ball State
- Candelas M. Newton (1978) *Associate Professor of Romance Languages*
BA, Salamanca (Spain); MA, PhD, Pittsburgh
(On leave, Spring 1987)
- Linda N. Nielsen (1974) *Associate Professor of Education*
BA, MS, EdD, Tennessee
- Ronald E. Nofle (1967) *Professor of Chemistry*
BS, New Hampshire; PhD, Washington
(On leave, Fall 1986)
- John W. Nowell (1945) *Professor of Chemistry*
BS, Wake Forest; PhD, North Carolina (Chapel Hill)
- A. Thomas Olive (1961) *Associate Professor of Biology*
BS, Wake Forest; MS, PhD, North Carolina State
- Gillian Rose Overing (1979) *Associate Professor of English*
BA, Lancashire (England);
MA, PhD, SUNY (Buffalo)
(On leave, 1986-87)

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- F. Jeanne Owen (1956) *Professor of Business Law*
BS, North Carolina (Greensboro); MCS, Indiana;
JD, North Carolina (Chapel Hill)
- Karen L. Oxendine (1986) *Adjunct Instructor in Speech Communication
and Theatre Arts*
BS, Wayne State;
MEd, North Carolina (Greensboro) (Part-time)
- Janak Pandey (1986) *Visiting Professor of Psychology*
BA, Ranchi University (India); MA, Patna University (India);
PhD, Kansas State
- John E. Parker Jr. (1950) *Professor of Education and
Romance Languages*
BA, Wake Forest; MA, PhD, Syracuse
- Perry L. Patterson (1986) *Assistant Professor of Economics*
BA, Indiana; MA, PhD, Northwestern
(On leave, Spring 1987)
- Darwin R. Payne (1984) *Adjunct Professor of Speech Communication
and Theatre Arts*
BS, MFA, Southern Illinois
(Part-time)
- Willie Pearson Jr. (1980) *Associate Professor of Sociology*
BA, Wiley; MA, Atlanta; PhD, Southern Illinois (Carbondale)
- Mary L. B. Pendergraft (1987) *Visiting Assistant Professor of Classics*
AB, PhD, North Carolina (Chapel Hill)
(Spring 1987)
- Philip J. Perricone (1967) *Associate Professor of Sociology*
BS, MA, Florida; PhD, Kentucky
- Percival Perry (1939, 1947) *Professor of History*
BA, Wake Forest; MA, Rutgers; PhD, Duke
- Elizabeth Phillips (1957) *Professor of English*
BA, North Carolina (Greensboro); MA, Iowa;
PhD, Pennsylvania
- Terisio Pignatti (1971) *Visiting Professor of Art History (Venice)*
PhD, Padua
(Part-time, Fall 1986)
- Sheryl L. Postman (1984) *Visiting Assistant Professor of
Romance Languages*
AB, Rider; MA, PhD, SUNY (Albany)
- Lee Harris Potter (1965) *Professor of English*
BA, MA, PhD, North Carolina (Chapel Hill)
- Gregory D. Pritchard (1968) *Professor of Philosophy*
BA, Oklahoma Baptist; BD, Southern Baptist Seminary;
PhD, Columbia
- Martin R. Province (1982) *Assistant Director of Instrumental Ensembles*
BA, Wake Forest
(On leave, 1986–87)
- Teresa Radomski (1977) *Assistant Professor of Music*
BM, Eastman; MM, Colorado
(On leave, 1986–87)
- J. Don Reeves (1967) *Professor of Education*
BA, Mercer; BD, ThM, Southern Baptist Seminary;
EdD, Columbia

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- W. Jack Rejeski Jr. (1978) *Associate Professor of Health and Sport Science*
BS, Norwich; MA, PhD, Connecticut
- Kathleen Alice Reuter (1986) *Instructor in English*
BA, Cleveland State; MA, North Carolina (Chapel Hill)
- Paul M. Ribisl (1973) *Professor of Health and Sport Science*
BS, Pittsburgh; MA, Kent State; PhD, Illinois
- Stephen H. Richardson (1963) *Adjunct Professor of Biology*
BA, California; MS, PhD, Southern California
- Charles L. Richman (1968) *Professor of Psychology*
BA, Virginia; MA, Yeshiva; PhD, Cincinnati
- Bianca Rivera (1986) *Instructor in Romance Languages*
BA, Princeton; MA, Cornell
- Helen Walker Robbins (1986) *Instructor in English*
AB, Smith; MA, Duke
- Leonard P. Roberge (1974) *Associate Professor of Education*
BA, New Hampshire; MA, Atlanta; EdD, Maine
- Ben P. Robertson (1983) *Instructor in Anthropology*
BA, Maryland; MA, Brown
(Part-time, Fall 1986)
- Mary Frances Robinson (1952) *Professor of Romance Languages*
BA, Wilson; MA, PhD, Syracuse
- Raymond S. Rodgers (1986) *Adjunct Associate Professor of Speech Communication and Theatre Arts*
BA, Northwestern State;
MA, Arkansas; PhD, Oklahoma
(Part-time, Fall 1986)
- Eva Marie Rodtwitt (1966) *Lecturer in Romance Languages*
Cand Philol, Oslo (Norway)
- John E. Rowland (1982) *Visiting Assistant Professor of Classical Languages*
BA, William Jennings Bryan College;
AM, Indiana
- Wilmer D. Sanders (1954, 1964) *Professor of German*
BA, Muhlenberg; MA, PhD, Indiana
- Jennifer Sault (1984) *Instructor in Romance Languages*
BA, Wake Forest
(Part-time)
- John W. Sawyer (1956) *Professor of Mathematics*
BA, MA, Wake Forest; MA, PhD, Missouri
- James Ralph Scales (1967) *Worrell Professor of Anglo-American Studies*
BA, Oklahoma Baptist; MA, PhD, Oklahoma;
LittD, Northern Michigan, Belmont Abbey;
LLD, Alderson-Broadus, Duke
- Donald O. Schoonmaker (1965) *Professor of Politics*
BA, Wake Forest; MA, PhD, Princeton
- Marianne A. Schubert (1979) *Adjunct Instructor in Psychology*
BA, Dayton; MA, PhD, Southern Illinois
(Part-time)

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- Richard D. Sears (1964) *Professor of Politics*
BA, Clark; MA, PhD, Indiana
- Ben M. Seelbinder (1959) *Professor of Mathematics*
BA, Mississippi Delta State;
MA, PhD, North Carolina (Chapel Hill)
- Emily Seelbinder (1985) *Instructor in English*
BA, Hollins; MA, North Carolina (Chapel Hill)
- Timothy F. Sellner (1970) *Professor of German*
BA, Michigan; MA, Wayne State; PhD, Michigan
(On leave, Fall 1986)
- Dudley Shapere (1984) *Reynolds Professor of Philosophy and
History of Science*
BA, MA, PhD, Harvard
- Bynum G. Shaw (1965) *Professor of Journalism*
BA, Wake Forest
- Howard W. Shields (1958) *Professor of Physics*
BS, North Carolina (Chapel Hill);
MS, Pennsylvania State; PhD, Duke
- Robert N. Shorter (1958) *Professor of English*
BA, Union College; MA, PhD, Duke
- Wayne L. Silver (1985) *Assistant Professor of Biology*
BA, Pennsylvania; PhD, Florida State
- Michael L. Sinclair (1968) *Associate Professor of History*
BA, Wake Forest; AM, PhD, Stanford
- Linda E. Sloan (1985) *Adjunct Instructor in Speech Communication
and Theatre Arts*
BA, Rochester; MAT, Tufts;
MFA, North Carolina (Greensboro)
(Part-time)
- David L. Smiley (1950) *Professor of History*
BA, MA, Baylor; PhD, Wisconsin
- J. Howell Smith (1965) *Professor of History*
BA, Baylor; MA, Tulane; PhD, Wisconsin
- Kathleen B. Smith (1981) *Associate Professor of Politics*
BA, Baldwin-Wallace; MA, PhD, Purdue
- Margaret Supplee Smith (1979) *Professor of Art*
BS, Missouri; MA, Case Western Reserve; PhD, Brown
- Margaret L. Snook (1984) *Assistant Professor of Romance
Languages*
BS, Southern Connecticut State; MA, PhD, Illinois
- Cecilia H. Solano (1977) *Associate Professor of Psychology*
BA, Harvard; MA, PhD, Johns Hopkins
(On leave, Fall 1986)
- Chris Stanley (1978) *Lecturer in Theatre Arts (London)*
BA, MA, Bristol (England)
(Part-time)
- DeLeon E. Stokes (1982) *Lecturer in Accountancy*
BA, Duke; MBA, Michigan; CPA, North Carolina
- David H. Stroupe (1984) *Instructor in Health and
Sport Science*
BS, Wake Forest; MAT North Carolina (Chapel Hill)

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|---|---|
| Anna-Vera Sullam (1972)
BA, Padua | <i>Instructor in Romance Languages (Venice)</i>
(Part-time) |
| *Robert L. Sullivan (1962)
BA, Delaware; MS, PhD, North Carolina State | <i>Professor of Biology</i> |
| Timothy P. Summers (1985)
BA, MBA, West Virginia; PhD, South Carolina | <i>Assistant Professor of Business</i> |
| Charles H. Talbert (1963)
BA, Howard; BD, Southern Baptist Seminary;
PhD, Vanderbilt | <i>Professor of Religion</i> |
| Stephanie Tanis (1986)
Berufshochschule (Germany) | <i>Lecturer in German</i>
(Part-time, Fall 1986) |
| Ian M. Taplin (1985)
The College of Architecture of Oxford University;
BA, York; MPhil, Leicester | <i>Assistant Professor of Sociology</i> |
| Thomas C. Taylor (1971)
BS, MA, North Carolina (Chapel Hill);
PhD, Louisiana State; CPA, North Carolina | <i>Professor of Accountancy</i> |
| Harold C. Tedford (1965)
BA, Ouachita; MA, Arkansas; PhD, Louisiana State | <i>Professor of Theatre Arts</i> |
| Stanton K. Tefft (1964)
BA, Michigan State; MS, Wisconsin; PhD, Minnesota | <i>Professor of Anthropology</i> |
| Claudia Newel Thomas (1986)
BA, Notre Dame; MA, Virginia; PhD, Brandeis | <i>Assistant Professor of English</i> |
| Olive S. Thomas (1978)
BS, Wake Forest; MBA, North Carolina (Greensboro);
CPA, North Carolina | <i>Lecturer in Business</i> |
| Stan J. Thomas (1983)
BS, Davidson | <i>Assistant Professor of Computer Science</i> |
| William Albert Thomas (1983)
BA, Hamilton; MS, PhD, Princeton | <i>Assistant Professor of Biology</i> |
| Lowell R. Tillett (1956)
BA, Carson-Newman; MA, Columbia;
PhD, North Carolina (Chapel Hill) | <i>Professor of History</i>
(On leave) |
| Richard J. Tirrell (1977)
BS, Purdue; MS, Kansas State | <i>Visiting Lecturer in Education</i>
(Part-time, Spring 1987) |
| Harry B. Titus Jr. (1981)
BA, Wisconsin (Milwaukee);
MFA, PhD, Princeton | <i>Assistant Professor of Art</i>
(On leave, Spring 1987, Fall 1987) |
| Julie A. Tomberlin (1986)
BA, Wake Forest; MA, Texas | <i>Adjunct Instructor in Speech Communication
and Theatre Arts</i>
(Part-time) |
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*Died on November 4, 1986.

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- Ralph B. Tower (1980) *Associate Professor of Accountancy*
BA, PhD, North Carolina (Chapel Hill); MBA, Cornell
- George William Trautwein (1983) *Director of Instrumental Ensembles*
BMus, Oberlin; MMus, Cleveland Institute;
MusD, Indiana
- Horace S. Tucker Jr. (1986) *Assistant Professor of Military Science*
BS, Florida
- Jimmy Turner (1985) *Instructor in Chemistry*
AS, Danville Community; BS, Averett; MS, Wake Forest
- Robert W. Ulery Jr. (1971) *Associate Professor of Classical Languages*
BA, MA, PhD, Yale
- Robert L. Utley Jr. (1978) *Associate Professor of Humanities*
BA, Wake Forest; MA, PhD, Duke
- Antonio Carlo Vitti (1986) *Assistant Professor of Romance Languages*
BA, MA, Wayne State; PhD, Michigan
- Marcellus E. Waddill (1962) *Professor of Mathematics*
BA, Hampden-Sydney; MA, PhD, Pittsburgh
- J. Van Wagstaff (1964) *Professor of Economics*
BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia
- Susan B. Wallace (1986) *Visiting Assistant Professor of Psychology*
BS, Howard; AM, Boston University; PhD, Pittsburgh
- Helen D. Warren (1984) *Instructor in Speech Communication and
Theatre Arts*
BS, Southwest Missouri State;
MA, North Carolina (Chapel Hill); PhD, Kansas
(Part-time)
- Mary R. Wayne (1980) *Lecturer in Speech Communication and
Theatre Arts*
BFA, Pennsylvania State; MFA, Ohio State
(Part-time)
- David S. Weaver (1977) *Associate Professor of Anthropology*
BA, MA, Arizona; PhD, New Mexico
- Peter D. Weigl (1968) *Professor of Biology*
BA, Williams; PhD, Duke
- Kari Weil (1985) *Visiting Assistant Professor of
Romance Languages*
BA, Cornell, MA, PhD, Princeton
(On leave, 1986-87)
- Janice Hall Weiss (1984) *Instructor in Health and Sport Science*
BA, MAT, North Carolina (Chapel Hill)
- Mark E. Welker (1987) *Assistant Professor of Chemistry*
BS, North Carolina (Chapel Hill); PhD, Florida State
(Spring 1987)
- Byron R. Wells (1981) *Assistant Professor of Romance Languages*
BA, MA, Georgia; PhD, Columbia
- Larry E. West (1969) *Professor of German*
BA, Berea; PhD, Vanderbilt

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| Alan J. Williams (1974) | <i>Associate Professor of History</i> |
| BA, Stanford; PhD, Yale | |
| David C. Williams (1982) | <i>Instructor in Speech Communication
and Theatre Arts</i> |
| BA, MA, North Carolina (Chapel Hill) | (Part-time) |
| George P. Williams (1958) | <i>Professor of Physics</i> |
| BS, Richmond; MS, PhD, North Carolina (Chapel Hill) | |
| John E. Williams (1959) | <i>Professor of Psychology</i> |
| BA, Richmond; MA, PhD, Iowa | |
| Richard T. Williams (1985) | <i>Reynolds Professor of Physics</i> |
| BS, Wake Forest; MA, PhD, Princeton | |
| Edwin Graves Wilson (1946, 1951) | <i>Professor of English</i> |
| BA, Wake Forest; AM, PhD, Harvard | |
| Donald H. Wolfe (1968) | <i>Professor of Theatre Arts</i> |
| BS, MS, Southern Illinois; PhD, Cornell | |
| Frank B. Wood (1971) | <i>Adjunct Associate Professor of Psychology</i> |
| BA, MA, Wake Forest; | (Part-time) |
| MDiv, Southeastern Baptist Seminary; PhD, Duke | |
| John H. Wood (1985) | <i>Reynolds Professor of Economics</i> |
| BS, Ohio; MA, Michigan State; PhD, Purdue | |
| Ralph C. Wood Jr. (1971) | <i>Associate Professor of Religion</i> |
| BA, MA, East Texas State; MA, PhD, Chicago | |
| J. Ned Woodall (1969) | <i>Professor of Anthropology</i> |
| BA, MA, Texas; PhD, Southern Methodist | |
| Stuart Wright (1983) | <i>Lecturer in Education</i> |
| BA, MA, MAEd, Wake Forest | (Part-time) |
| Raymond L. Wyatt (1956) | <i>Professor of Biology</i> |
| BS, Wake Forest; MA, PhD, North Carolina (Chapel Hill) | |
| W. Buck Yearns Jr. (1945) | <i>Professor of History</i> |
| BA, Duke; MA, Georgia; | (On leave, Fall 1986) |
| PhD, North Carolina (Chapel Hill) | |
| Richard L. Zuber (1962) | <i>Professor of History</i> |
| BS, Appalachian; MA, Emory; PhD, Duke | |

Emeriti

Dates following names indicate period of service.

- Harold M. Barrow (1948–1977) *Professor Emeritus of Physical Education*
BA, Westminster; MA, Missouri; PED, Indiana
- Dalma Adolph Brown (1941–1973) *Professor Emeritus of English*
BA, MA, North Carolina (Chapel Hill)
- Germaine Brée (1973–1985) *Kenan Professor Emerita of Humanities*
Licence, EES, Agregation, Paris; LittD, Smith, Mount Holyoke,
Alleghany, Duke, Oberlin, Dickinson, Rutgers, Wake Forest,
Brown, Wisconsin (Milwaukee), New York, Massachusetts,
Kalamazoo, Washington (St. Louis), University of the South,
Boston College, Wisconsin (Madison); LHD, Wilson, Colby,
Michigan, Davis and Elkins; LLD, Middlebury
- Ruth F. Campbell (1962–1974) *Professor Emerita of Spanish*
BA, North Carolina (Greensboro);
MA, North Carolina (Chapel Hill); PhD, Duke
- Marjorie Crisp (1947–1977) *Associate Professor Emerita
of Physical Education*
BS, Appalachian; MA, George Peabody
- Hugh William Divine (1954–1979) *Professor Emeritus of Law*
BS, Georgia; MA, Louisiana State; JD, Emory;
LLM, SJD, Michigan
- Robert Allen Dyer (1956–1983) *Professor Emeritus of Religion*
BA, Louisiana State;
ThM, PhD, Southern Baptist Seminary
- J. Allen Easley (1928–1963) *Professor Emeritus of Religion*
BA, Furman; ThM, Southeastern Baptist Seminary;
DD, Furman
- Walter S. Flory (1963–1980) *Babcock Professor Emeritus of Biology*
BA, Bridgewater; MA, PhD, Virginia; ScD, Bridgewater
- George J. Griffin (1948–1981) *Professor Emeritus of Religion*
BA, Wake Forest; ThB, Southern Baptist Seminary;
BD, Yale; PhD, Edinburgh
- Ysbrand Haven (1965–1983) *Professor Emeritus of Physics*
Candidate, Doctorandus, Doctor, Rijks (Netherlands)
- Ralph Cyrus Heath (1954–1969) *Professor Emeritus of Marketing*
BA, Princeton; MBA, DBA, Indiana
- Lois Johnson (1942–1962) *Dean of Women Emerita*
BA, Meredith; MA, North Carolina (Chapel Hill)
- Alonzo W. Kenion (1956–1983) *Professor Emeritus of English*
BA, MA, PhD, Duke
- Harry L. King Jr. (1960–1981) *Professor Emeritus of Romance Languages*
BA, Richmond; MA, PhD, North Carolina (Chapel Hill)

- Robert E. Lee (1946–1977) *Professor Emeritus of Law and
Dean Emeritus of the School of Law*
BS, LLD, Wake Forest;
MA, Columbia; LLM, SJD, Duke
- Jasper L. Memory Jr. (1929–1971) *Professor Emeritus of Education*
BA, Wake Forest; MA, Columbia
- Harry B. Miller (1947–1983) *Professor Emeritus of Chemistry*
BS, PhD, North Carolina (Chapel Hill)
- James C. O'Flaherty (1947–1984) *Professor Emeritus of German*
BA, Georgetown; MA, Kentucky; PhD, Chicago
- Clarence H. Patrick (1946–1978) *Professor Emeritus of Sociology*
BA, Wake Forest; BD, Andover Newton; PhD, Duke
- Herman J. Preseren (1953–1983) *Professor Emeritus of Education*
BS, California State (Pennsylvania); MA, Columbia;
PhD, North Carolina (Chapel Hill)
- Beulah L. Raynor (1946–1979) *Associate Professor Emerita of English*
BA, East Carolina; MA, Wake Forest
- Albert C. Reid (1917–18, 1920–1965) *Professor Emeritus of Philosophy*
BA, MA, Wake Forest; PhD, Cornell
- C. H. Richards Jr. (1952–1985) *Professor Emeritus of Politics*
BA, Texas Christian; MA, PhD, Duke
- Paul S. Robinson (1952–1977) *Professor Emeritus of Music*
BA, Westminster; BM, Curtis; MSM, DSM, Union Seminary
- James Ralph Scales (1967–1983) *President Emeritus*
BA, Oklahoma Baptist; MA, PhD, Oklahoma;
LittD, Northern Michigan, Belmont Abbey;
LLD, Alderson-Broaddus, Duke
- Richard L. Shoemaker (1950–1982) *Professor Emeritus of
Romance Languages*
BA, Colgate; MA, Syracuse;
PhD, Virginia
- Blanche C. Speer (1972–1984) *Associate Professor Emerita of
Linguistics*
BA, Howard Payne; MA, PhD, Colorado
- Henry Smith Stroupe (1937–1984) *Professor Emeritus of History*
BS, MA, Wake Forest; PhD, Duke
- Anne S. Tillett (1956–1986) *Professor Emerita of Romance Languages*
BA, Carson-Newman; MA, Vanderbilt; PhD, Northwestern
- Carlton P. West (1928–1975) *Librarian Emeritus*
BA, Boston; MA, Yale; BA in LS, North Carolina (Chapel Hill)

The Committees of the Faculty

September 1, 1987

The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chair except where the chair is designated. All members of a committee vote except as otherwise indicated.

Executive Committees

The Committee on Academic Affairs

Non-voting. Dean of Students, Associate Dean, Assistant Dean, a designated member of the administrative staff, and one undergraduate student. *Voting.* Dean of the College; 1989 Maxine L. Clark, Howard W. Shields; 1988 John L. Andronica, Ralph S. Fraser; and one undergraduate student.

The Committee on Admissions

Non-voting. Director of Admissions, one member from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 1989 Willie Pearson Jr., Harold C. Tedford; 1988 Susan H. Borwick, Candelas M. Newton; and one undergraduate student.

The Committee on Scholarships and Student Aid

Non-voting. One undergraduate student. *Voting.* Dean of the College, Director of Admissions and Financial Aid, one member from the administrative staff of the Office of the Dean of the College; 1989 Louis R. Goldstein, Eva M. Rodtwitt; 1988 Susan C. Jackels, Gillian R. Overing; and one undergraduate student.

The Committee on Curriculum

Voting. Provost, Dean of the College, Dean of the School of Business and Accountancy, Registrar, and the chairperson of each department of the College as follows: *Division I.* Art, Classical Languages, English, German and Russian, Music, Romance Languages, Speech Communication and Theatre Arts. *Division II.* Biology, Chemistry, Health and Sport Science, Mathematics and Computer Science, Physics. *Division III.* Education, History, Military Science, Philosophy, Religion. *Division IV.* Anthropology, Economics, Politics, Psychology, Sociology. (School of Business and Accountancy is included in Division IV for administrative purposes.)

Advisory Committees

The Committee on Academic Planning

Non-voting. Provost, Dean of the School of Business and Accountancy, and one

undergraduate student. *Voting.* Dean of the College, Director of Libraries, one undergraduate student, and 1990 Nina S. Allen, Larry E. West; 1989 Emmett W. Hamrick, Donald O. Schoonmaker; 1988 William C. Kerr, Andrew V. Ettin.

The Committee on Athletics

Non-voting. Director of Athletics. *Voting.* Vice President and Treasurer, Dean of the College, faculty representative to the Atlantic Coast Conference, and 1991 Eddie V. Easley, Linda N. Nielsen; 1990 James Kuzmanovich, Deborah L. Best; 1989 William L. Hottinger, Charles L. Talbert; 1988 John A. Carter Jr., David W. Catron.

The Committee on Institutional Planning

Non-voting. Provost, Vice President and Treasurer, Vice President for Administration and Planning, and one undergraduate student. *Voting.* Dean of the College, Dean of the School of Business and Accountancy, one undergraduate student, and 1990 David J. John, Byron R. Wells; 1989 John W. Angell, Kathleen B. Smith; 1988 Ellen E. Kirkman, Paul H. D. Kaplan.

The Committee on Nominations

Voting. 1989 Donald E. Frey, Kathleen Glenn, Ralph B. Tower; 1988 Nancy J. Cotton, Donald H. Wolfe.

The Committee on Library Planning

Non-voting. Provost, Dean of the Graduate School, one faculty representative from the Committee on Academic Planning, and one undergraduate student. *Voting.* One faculty representative from each academic department of the College, Dean of the College, one faculty representative from the School of Business and Accountancy, the Director of Libraries, and one undergraduate student.

Special Committees

The Committee on Publications

Voting. Dean of the College, Vice President and Treasurer, three faculty advisers of *Old Gold and Black*, *The Student*, and the *Howler*, and 1989 Harry B. Titus Jr.; 1988 W. Dillon Johnston.

The Committee for Teacher Education

Voting. Dean of the College, Dean of the Graduate School, chairperson of the Department of Education, and 1989 Michael L. Hughes, Charles F. Jackels; 1988 Milorad R. Margitić, Stephen P. Messier.

The Committee on Honors

Non-voting. One student from the College. *Voting.* Dean of the College, the Coordinator of the Honors Program, one student from the College, and 1990 Saguiv A. Hadari; 1989 Gary A. Cook; 1988 John E. Collins.

The Committee of Lower Division Advisers

Dean of the College, chairperson of the Lower Division Advisers, and members of the faculty who are appointed as advisers to the Lower Division.

The Committee on Orientation

Dean of the College, chairperson of the Lower Division Advisers, who shall serve as chairperson, Dean of Students, a designated member of the administrative staff, President of the Student Government or a representative, and other persons from the administration and student body whom the chair shall invite to serve.

The Committee on Records and Information

Non-voting. Registrar. *Voting.* Dean of the College, Archivist, who shall be secretary, Vice-chairperson of the Faculty, Secretary of the Faculty, and 1989 John R. Earle; 1988 Umit Akinc.

The Committee on Open Curriculum

Dean of the College, 1990 Stephen B. Boyd, Natalie A. W. Holzwarth; 1989 Dan S. Locklair, David A. Hills; 1988 Carole L. Browne, Patricia M. Cunningham.

The Committee for the ROTC

Voting. Dean of the College, ROTC Coordinator, Professor of Military Science, and 1989 Timothy F. Sellner; 1988 Hugo C. Lane.

Joint Faculty/Administration Committees

The Joint Admissions Committee

Dean of the College, Director of Admissions and Financial Aid, Provost, Deborah L. Best, Dolly A. McPherson, Stephen Ewing.

The Judicial Council

Administration. 1991 Vonda F. Reece. *Alternate.* 1989 Patricia A. Johansson. *Faculty.* 1991 Carl C. Moses; 1990 J. Howell Smith; 1989 Raymond L. Wyatt; 1988 Alan J. Williams. *Alternate.* 1989 Kathleen B. Smith. Two students from the College and one student alternate.

The Committee on Student Life

Dean of the College or his designate, Dean of Students, a designated member of the administration, 1989 Claire H. Hammond; 1988 W. Jack Rejeski; and three undergraduate students.

Other Faculty Assignments

Faculty Advisers to the Honor Council

1989 Marcellus E. Waddill; 1988 Robert N. Shorter.

Faculty Advisers to the Student Judicial Board

1989 Timothy P. Summers; 1988 John H. Litcher

Faculty Marshals

John V. Baxley, Richard D. Carmichael,
Carlton T. Mitchell, Mary Frances Robinson

University Senate

President, Provost, Vice President for Health Affairs, Vice President and Treasurer, Vice President for University Relations, Vice President for Administration and Planning, Dean of the College, Dean of the School of Business and Accountancy, Dean of Graduate School, Dean of the School of Law, Dean of the Graduate School of Management, Dean of the Bowman Gray School of Medicine, Director of Libraries, and the following:

Representatives of the College: 1990 Elmer K. Hayashi, Richard D. Sears; 1989 David W. Hadley, J. Don Reeves; 1988 Paul M. Ribisl, J. Ned Woodall.

Representatives of the School of Business and Accountancy: 1989 Arun P. Dewasthali.

Representatives of the Graduate School: 1990 James C. Rose; 1989 Deborah L. Best; 1988 Elizabeth Phillips.

Representatives of the School of Law: 1989 Thomas E. Roberts.

Representatives of the Babcock Graduate School of Management: 1989 J. Timothy Heames.

Representatives of the Bowman Gray School of Medicine: 1990 Richard St. Clair; 1989 Inglis J. Miller Jr.; 1988 Hyman B. Muss.

Other Committees

University Grievance Committee

College: 1991 Robert W. Brehme, J. Gaylord May (alternate).

Graduate School: 1989 David W. Catron, Arnold S. Kreger (alternate).

School of Law: 1990 David A. Logan, H. Miles Foy (alternate).

Babcock Graduate School of Management: 1988 Michael L. Rice, Melvin J. Steckler (alternate).

Bozeman Gray School of Medicine: 1987 Walter J. Bo, Henry S. Miller Jr. (alternate).

Institutional Review Board

Grants and Contracts Officer, University Counsel (consultant), and 1989 Michael J. Berry, Catherine T. Harris, Mark R. Leary, John H. Litcher; 1988 John R. Earle, Dennis Lynch, Linda N. Nielsen.



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